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**TEXAS**

ELEMENTARY LITERACY PROGRAM

**ENGLISH**



**Grade 2**

**Knowledge 10** | Teacher Guide

**Journeys to America: Land of Opportunity**

Grade 2

Knowledge 10

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# **Journeys to America:** Land of Opportunity

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## **Teacher Guide**



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# Introduction

This introduction includes the necessary background information to be used in teaching the *Journeys to America: Land of Opportunity* domain. The Teacher Guide for *Journeys to America: Land of Opportunity* contains ten 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. Each entire lesson will require a total of sixty minutes.

This domain includes a three-day Pausing Point following Lesson 6. At the end of the domain, a two-day Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. You should spend no more than seventeen days total on this domain.

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## INSTRUCTIONAL MATERIALS

Along with this Teacher Guide, you will need:

- Flip Book for *Journeys to America: Land of Opportunity*
- Activity Book for *Journeys to America: Land of Opportunity*
- Image Cards for *Journeys to America: Land of Opportunity*
- Digital Components for *Journeys to America: Land of Opportunity*

Additional resources that you may wish to integrate into your classroom instruction are:

- Trade Book Guide for *Emma's Poem: The Voice of the Statue of Liberty* by Linda Glaser
- Read-Aloud Videos for *Journeys to America: Land of Opportunity*

All domain components materials can also be found on the program's digital components site.

## WHY JOURNEYS TO AMERICA: LAND OF OPPORTUNITY IS IMPORTANT

This domain will introduce students to the concept of immigration in the United States, an especially important topic because the United States is often referred to as a country of immigrants. 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 or regions upon their arrival. These basic facts about immigration will help students further their awareness of U.S. history. Learning about immigration to the United States is also an opportunity for students from immigrant families 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, students will 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 and the Bill of Rights, and about one of these documents' key creators, James Madison. This will help students begin to understand the many privileges as well as some of the specific rights they will 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 United States is called the "land of opportunity."

This domain also provides opportunities for students to build content knowledge and draw connections to the social studies subject area, but it does not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strands of Citizenship, Geography, Science, Technology, as well as Society, and Social Studies Skills from the social studies discipline.

**Note:** We have intentionally not attempted to address slavery in this domain. If questions arise about ancestors who may have been enslaved people, you may wish to tell students that slavery was a terrible part of U.S. history of which we are not proud, and that enslaved people are not included in this domain because they did not come to the United States by choice as other immigrants did.

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## WHAT STUDENTS HAVE ALREADY LEARNED

The following domains are particularly relevant to the Read-Alouds students will hear in *Journeys to America: Land of Opportunity*. This background knowledge will greatly enhance students' understanding of the Read-Alouds they are about to enjoy:

- **Native Americans: Tradition, Heritage and the Land (Kindergarten)**
- **Colonial Towns and Townspeople: Once Upon America (Kindergarten)**
- **Presidents and American Symbols: Uniquely American (Kindergarten)**
- **Early American Civilizations (Grade 1)**
- **A New Nation: American Independence (Grade 1)**
- **The War of 1812 (Grade 2)**
- **Westward Expansion (Grade 2)**
- **The U.S. Civil War (Grade 2)**



## CORE VOCABULARY FOR JOURNEYS TO AMERICA: LAND OF OPPORTUNITY

The following list contains all of the core vocabulary words in *Journeys to America: Land of Opportunity* in the forms in which they appear in the Read-Alouds. Bold-faced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to 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.

<b>Lesson 1</b> ancestors freedom immigrants pull <b>factors</b> push <b>factors</b>	<b>Lesson 5</b> characters <b>exhausting</b> honor responsibilities wages	<b>Lesson 9</b> amendments consent constitution <b>disagreements</b>
<b>Lesson 2</b> center interpreter liberty <b>opportunity</b>	<b>Lesson 6</b> homestead legally officially <b>supported</b>	<b>Lesson 10</b> <b>guaranteed</b> jury refugees
<b>Lesson 3</b> customs hostile newcomers <b>traditional</b>	<b>Lesson 7</b> descendants famine mosaic <b>settlers</b>	
<b>Lesson 4</b> <b>afford</b> blight emigrated	<b>Lesson 8</b> citizen <b>naturalized citizen</b> principles rights	

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## CORE CONTENT OBJECTIVES

Students will:

- 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
- Demonstrate familiarity with the songs “This Land Is Your Land” and “The Star-Spangled Banner”
- Explain what it means to be a citizen of a country
- 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”
- Describe the rights and responsibilities of an American citizen

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## WRITING

In this domain, students will practice collecting and synthesizing information by using note-taking tools such as charts and graphic organizers. Students will also work independently throughout the domain to write short summaries of what they have learned about immigration. In the last lesson of the domain, they will put them together to form a bigger picture of the United States and immigration. Toward the end of the domain, students will begin to explore the genre of letter writing. They will plan and draft a letter as a fictional immigrant to a family member or friend in the country from which they emigrated. After learning about James Madison and the U.S. Constitution, students will, as a class, craft their own “Classroom Constitution.” You may wish to add the following to students’ writing portfolios:

- E Pluribus Unum Puzzle (Lessons 1–6, 10)
- Postmarked from America (Lessons 7–8)
- Classroom Constitution (Lesson 9)
- any additional writing completed during the Pausing Point, Domain Review, or Culminating Activities

## JOURNEYS TO AMERICA: LAND OF OPPORTUNITY

## E Pluribus Unum

## PRIMARY FOCUS OF LESSON

## Speaking and Listening

Students will review what they know about the United States prior to 1880.

 **TEKS 2.1.C**

## Reading

Students will explain the meaning of *e pluribus unum* and why people immigrate and will make connections between the text and society.

 **TEKS 2.1.A; TEKS 2.6.E; TEKS 2.6.G; TEKS 2.9.D.ii**

## Language

Students will demonstrate an understanding of the Tier 2 word *factors*.

 **TEKS 2.7.F**

## Reading

Students will record information about immigration.


 **TEKS 2.6.G; TEKS 2.7.B; TEKS 2.13.C**

## FORMATIVE ASSESSMENT

## Activity Page 1.1

**E Pluribus Unum Puzzle** Students will record information about immigration.

 **TEKS 2.6.G; TEKS 2.13.C**

 **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.ii** Recognize characteristics and structures of informational text, including features and graphics to locate and gain information; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions.

## LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (15 min.)			
Core Connections	Whole Group	15 min.	❑ Flip Book: 1A-1
Domain Introduction			
Essential Background Information or Terms			
Read-Aloud (25 min.)			
Purpose for Listening	Whole Group	25 min.	❑ Flip Book: 1A-2–1A-9
“E Pluribus Unum”			
Comprehension Questions			
Word Work: <i>Factors</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
E Pluribus Unum Puzzle	Independent	20 min.	❑ Activity Page 1.1
Take-Home Material			
Family Letter			❑ Activity Page 1.2

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Bring in dollar bills and U.S. coins for students to see the motto *e pluribus unum* written on them.

### Universal Access

- Throughout this domain, invite students to draw lines from different parts of the world to America on a world map.
- Bring in samples of food that are not originally from the United States for students to try (e.g., egg rolls, spaghetti, tacos).

**Note:** Be sure to check your school’s policy regarding food distribution and allergies.

## CORE VOCABULARY

**ancestors, n.** the relatives who came before a person

Example: Javier’s ancestors lived in a country in Central America called Guatemala.

Variation(s): ancestor

**freedom, n.** 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 move to a new country

Example: Sasha’s new neighbor is one of the many immigrants from the West Indies in her neighborhood.

Variation(s): immigrant

**pull factors, n.** the reasons that draw people toward something else

Example: The promise of a yummy meal and warm hugs were the pull factors that convinced me to go to Grandma’s house for supper.

Variation(s): pull factor

**push factors, n.** the reasons that drive people away from something

Example: My empty fridge and lack of clean dishes are the push factors that convinced me to go to Grandma’s house for supper.

Variation(s): push factor

### Vocabulary Chart for “E Pluribus Unum”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	ancestors ( <i>ancestros</i> ) immigrants ( <i>immigrantes</i> ) pull factors push factors	freedom	
Multiple Meaning			
Sayings and Phrases	set an example on the other hand freedom of religion freedom of speech ways of thinking		

## Lesson 1: E Pluribus Unum



# Introducing the Read-Aloud

**Speaking and Listening:** Students will review what they know about the United States prior to 1880.



TEKS 2.1.C

## Support

You may wish to show students Flip Book images and Image Cards from the Kindergarten domains *Colonial Towns and Townspeople: Once Upon America* and *Native Americans: Tradition, Heritage, and the Land*, and the Grade 1 domain, *A New Nation: American Independence*, to help them recall relevant information.

### CORE CONNECTIONS (5 MIN.)

**Note:** Students who participated in the program in Kindergarten and Grade 1 will remember learning about Native Americans, Columbus, the Pilgrims, and the Declaration of Independence.

- Review important and relevant aspects of the history of the United States prior to the time period of this domain (1880–1920). 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 from England? (*The Declaration of Independence*)
  - What name was chosen for the new, independent nation? (*the United States of America*)

### DOMAIN INTRODUCTION (5 MIN.)

- Ask students if they have ever had egg rolls, spaghetti, or tacos.
- Explain to students that these foods are not originally from the United States but that these foods are now common here because of many years of immigration.
- Tell students that immigration is the act of leaving one's homeland or home country, entering a new country, and making a new life there.



**TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

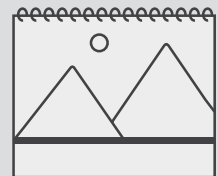
- Explain that the reason we have egg rolls, spaghetti, and tacos readily available to us in the United States is because people from other countries brought many of their customs and traditions—including the foods they eat—with them, and made new lives here.
- Ask students if they are familiar with any other special foods or customs from another country.
- Tell students that when immigrants come to the United States, they bring more than just their native foods.
- Ask students if they know anyone who is from another country who has come to live in the United States.
- Tell students 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 United States, 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 (5 MIN.)

#### 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] [plor\*ə\*bus] [oo\*nəm].
- Have students repeat the phrase aloud.
- 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.
- Write the phrase *e pluribus unum* on the board or chart paper. Help students discover the meaning of the phrase.
  - What do you see or hear in the word *pluribus*? (*the word plural*) What does the word *plural* mean? (*many*)
  - What do you see or hear in the word *unum*? (*union, united*)

#### Flip Book 1A-1





## Support

If this phrase, *e pluribus unum*, means “out of many, one,” and *pluribus* means “many,” and *unum* means “one,” what do you think the *e* means? (*out of, from*)



## Speaking and Listening

### Supporting Opinions

#### Beginning

Have students support their opinions by providing good reasons and some evidence from the Read-Aloud or relevant background knowledge.

#### Intermediate

Have students support their opinions by providing good reasons and increasingly detailed relevant background knowledge about the content.

#### Advanced/Advanced High

Have students support their opinions or persuade others by providing good reasons and detailed, relevant background knowledge about the content.

**ELPS 3.G**

- Help students understand that English words like *united* and *union* are related to the Latin word *unum*. Tell students that *unum* is the Latin word for *one*.
- Share with students that the phrase *e pluribus unum* means “out of many, one,” with *pluribus* meaning many and *unum* meaning one.
- Tell students some nations have a motto, or saying, that is a short way of sharing what that nation believes is important. Share that *e pluribus unum*, or “out of many, one,” is the motto of the United States.
- Ask students if they think this is a good motto for their country, the United States. Have students support their answers with reasons.

## Lesson 1: E Pluribus Unum

# Read-Aloud



**Reading:** Students will explain the meaning of *e pluribus unum* and why people immigrate and will make connections between the text and society.

✚ **TEKS 2.1.A; TEKS 2.6.E; TEKS 2.6.G; TEKS 2.9.D.ii**

**Language:** Students will demonstrate an understanding of the Tier 2 word *factors*.

✚ **TEKS 2.7.F**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out what the motto, *e pluribus unum*, has to do with immigration to the United States.
- Also, tell students to listen carefully to learn why immigrants came and still come to the United States.

### “E PLURIBUS UNUM” (10 MIN.)



#### Show Image 1A-2: Immigrants traveling

Here's a question you may never have asked yourself: Why would someone leave the home they knew, travel across a wide, rolling ocean, perhaps under uncomfortable or dangerous conditions, and move to an entirely new country? *[Allow students to answer.]*

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 *or make a new home* in a new country.



#### Show Image 1A-3: Native Americans

You may have learned about some of the people who traveled from Europe to the “New World.” *European explorers called North America the “New World” because it was a new discovery to them.* This was long before

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.ii** Recognize characteristics and structures of informational text, including features and graphics to locate and gain information; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate.

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. We use the term *Native American* to refer to those—like the Wampanoag and the Lakota Sioux—who were already living in North America before the Europeans arrived. 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. To these groups, the places where they lived were not “new” at all, because their **ancestors**—the relatives who came before them—had lived there for centuries.

### Challenge

Students who participated in the program in Kindergarten and Grade 1 should remember some facts about the Wampanoag and the Lakota Sioux from the *Native Americans: Tradition, Heritage, and the Land* domain and about the Maya, Aztec, and Inca people from the *Early American Civilizations* domain. Ask one or two students to share something they remember about these groups.



#### Show Image 1A-4: Columbus nearing land

Europeans traveled to the “New World” for many different reasons. For example, Christopher Columbus came looking for a shortcut from Europe to Asia. Spanish explorers such as Cortés came looking for wealth. *[Students who participated in the program in Kindergarten and Grade 1 should remember learning about these early explorers.]* Later, more people came from Europe who 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 homeland, where they hoped to lead easier, more comfortable lives with their new wealth. Others were adventurers attracted to the excitement of a new place. 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. *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. *When people practice religion, they are meeting to share ideas, songs, and prayers that are connected to what they believe about the world and life.* Back in England, they were

known as Separatists 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 meet together and practice their religion without fear, they decided to leave England behind. They hoped that there would be plenty of room in the “New World” in which to have the **freedom** or the ability to choose how to live and practice their religion in their own way. The Pilgrims were not the very first settlers in the “New World,” part of which we now call the United States. They were important, however, because they helped to set an example by doing something new and different.

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 might someone leave the home they knew and move to an entirely new country?



#### Show Image 1A-6: Collage of push factors

Reasons immigrants leave their homes and come to live in a new country are push and **pull factors**. *Factors are the reasons that something happens or doesn't happen in a certain way.* **Push factors** are the problems in one's home country that would “push” you out of your country, or make you leave.

*What situations do you see in this picture that are push factors?* For many immigrants, money problems, trouble in their home government, and/or a lack of religious freedom pushed them to **immigrate**, or move to a new country.



#### Show Image 1A-7: Collage of pull factors

On the other hand, having more freedom and more job opportunities than are available to them in their homelands have “pulled,” or encouraged, people to immigrate to the United States of America. *Tell students the photos, diagrams, and other text features offer another way to gather information*

*from the text. Ask: What pull factors do you see in the image?* 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.

## Support

Freedom of religion means people in America are allowed to belong to and practice whatever religion they want. Freedom of speech means that people can speak freely—even for or against the government—without fear of government censorship. Not all countries in the world have these freedoms. A long time ago, many many countries did not have these freedoms.



### 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] [plor\*ə\*bus] [oo\*nəm], meaning “out of many, one” in Latin, is a good motto for the United States. 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. [Help students find the motto on the bill in the image. Have students repeat the phrase and its meaning after you.]



### Show Image 1A-9: Collage of Americans of many different backgrounds

*What do you see in this picture?* Today's Americans are sometimes immigrants themselves, or they may come from a long line of immigrants before them. This means that some Americans have ancestors who were immigrants. *What does the word ancestors*

*mean?* 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, or difficulties, immigrants faced when they first arrived in their new country. As you will learn, it's a chance new immigrants are still taking today.

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What is an immigrant? (*someone who leaves their home country to settle and make a new life in a new country or region*)



### Check for Understanding

**Use Evidence:** The author makes the statement, “Reasons immigrants leave their homes and come to live in a new country are push and pull factors.” Ask students why immigrants leave their home country and come to America using the following questions to lead the discussion:

- What are some of the push factors that you heard the author give as examples of why people would leave their homelands? (*fear and lack of freedom to practice one’s religion; money problems; problems in the government*)
- What are some of the pull factors that you heard the author give as examples of why people would come to the United States? (*freedom of religion and speech, better job opportunities*)

2. **Literal.** What does the United States’ motto *e pluribus unum* mean? (“*out of many, one*”) Where can you find this motto? (*on the backs of coins and dollar bills*)
3. **Evaluative.** *Think-Pair-Share:* Why is *e pluribus unum* a good motto for the United States? (*The United States is a country made up of many different immigrants who have come together to form one nation.*) **TEKS 2.6.E**



ENGLISH  
LANGUAGE  
LEARNERS

### Reading

Exchanging Information  
and Ideas

#### Beginning

Reframe questions as simple yes/no questions (e.g., “Does *e pluribus unum* mean ‘out of one, many?’”).

#### Intermediate

Provide students with a specific sentence frame (e.g., “*e pluribus unum* means. . .”).

#### Advanced/Advanced High

Encourage students to use key details in complete sentences (e.g., “*e pluribus unum* means ‘out of many, one,’ and is a good motto for the United States because our ancestors come from all over the world.”).

**ELPS 4.G; ELPS 4.I**



**TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society.

## WORD WORK: FACTORS (5 MIN.)

1. In the Read-Aloud today, we heard, “Reasons why immigrants leave their homes and come to live in a new country are push and pull factors.”
2. Say the word *factors* with me.
3. Factors are the reasons that something happens or doesn’t happen a certain way.
4. Nutrition is one of the factors I consider when I choose what food to eat for lunch.
5. Push factors are reasons that cause people to leave their homelands. Pull factors are reasons that cause people to come to a new country. What push factors might cause a person to leave their homeland? What pull factors might cause a person to go to a particular new country? [Ask two or three students. If necessary guide and/or rephrase students’ answers, “A pull/push factor might be . . . ”]
6. What’s the word we’ve been talking about?

**Use a Making Choices activity for follow-up.** I am going to ask several questions in which you are asked to think about what you would do based on the factor mentioned. If the factor would make a difference in your choice, say, “That would be a factor for me.” If the factor would not make a difference in your choice, say, “That would not be a factor for me.” (*Answers may vary.*)

- Would you choose to eat a food based on its color?
- Would you choose to play a game you really like based on whether you are friends with the other people who are playing?
- Would you apologize to a friend or family member based on knowing you had hurt their feelings?
- Would you volunteer to do a hard job based on knowing you would get a reward?





ENGLISH  
LANGUAGE  
LEARNERS

Writing

Writing

**Beginning**

Allow students to dictate sentences to an adult.

**Intermediate**

Allow students to dictate sentences when necessary.

**Advanced/Advanced High**

Have students write independently.

**ELPS 5.F**

Activity Page 1.1



Challenge

Ask students what the motto *e pluribus unum* might have in common with a puzzle.

Support

Help students recall important details from the Read-Aloud by prompting discussion with the following questions:

What is an immigrant?

What are some push and pull factors that bring immigrants to the United States?

## Lesson 1: E Pluribus Unum

# Application



**Reading:** Students will record information about immigration.

**TEKS 2.6.G; TEKS 2.7.B; TEKS 2.13.C**

### E PLURIBUS UNUM PUZZLE (20 MIN.)

- 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. Remind students that they learned that *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 United States, 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.
- Tell students that they will be designing one piece of the puzzle today using Activity Page 1.1. Have students write a few sentences describing what they learned from today’s Read-Aloud in the puzzle piece area.



### Check for Understanding

**Share:** Have students share what they wrote with a partner.

- If students have additional time, they may illustrate the puzzle piece as well.
- Tell students that after all of their puzzle pieces are complete, they will cut them out and put them together to see the complete image.
- Collect Activity Page 1.1 to check that they understand the content from today’s Read-Aloud.

**TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the texts; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the question.



Lesson 1: E Pluribus Unum

# Take-Home Material

## FAMILY LETTER

- Send home Activity Page 1.2.

Activity Page 1.2



## JOURNEYS TO AMERICA: LAND OF OPPORTUNITY

# Charles Steinmetz Comes to America

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will explain why people immigrate.

 **TEKS 2.1.A**

**Reading**

Students will explain why Charles Steinmetz immigrated to America and describe his impact.

 **TEKS 2.1.A; TEKS 2.6.E; TEKS 2.6.G; TEKS 2.9.D.ii**

**Language**

Students will demonstrate an understanding of the Tier 2 word *opportunity*.

 **TEKS 2.7.F**

**Reading**


Students will record information about Charles Steinmetz's immigration to the United States.

 **TEKS 2.6.G; TEKS 2.7.B; TEKS 2.7.D**

**FORMATIVE ASSESSMENT****Activity Page 2.1**

**E Pluribus Unum Puzzle** Students will record information about immigration.

 **TEKS 2.7.B**

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.ii** Recognize characteristics and structures of informational text, including features and graphics to locate and gain information; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

## LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	❑ world map or globe
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ images or video of the Statue of Liberty, New York Harbor, and Ellis Island (optional)  ❑ world map  ❑ Image Cards 1, 7  ❑ Flip Book: 2A-1–2A-9
“Charles Steinmetz Comes to America”			
Comprehension Questions			
Word Work: <i>Opportunity</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
E Pluribus Unum Puzzle	Independent	20 min.	❑ Activity Page 2.1

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Prepare a world map that clearly shows Germany, Switzerland, the Alps, the Atlantic Ocean, and the United States. Note that you may need to label the Alps for students.

### Universal Access

- Plan to draw Charles Steinmetz's journey on a world map. Keep this map displayed so you can trace the immigration of other people throughout the domain.

- Prepare additional images or a video showing the Statue of Liberty, New York Harbor, and Ellis Island. The Library of Congress Prints and Photographs Collection, which is available on the Library of Congress's website, has many historical photographs of Ellis Island. Note that some of these images may not be appropriate for students. Be sure to view the photographs first and choose which ones you would like to show to students.

## CORE VOCABULARY

**center, n.** a place where a particular activity or work is done

Example: Manuel made a picture frame for his mother at the art center.

Variation(s): centers

**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: Jayden was very grateful for the opportunity to go to science camp over the summer and learn more about his favorite subject.

Variation(s): opportunities

### Vocabulary Chart for "Charles Steinmetz Comes to America"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	interpreter ( <i>intérprete</i> )	liberty ( <i>libertad</i> ) opportunity ( <i>oportunidad</i> )	
Multiple Meaning		center ( <i>centro</i> )	
Sayings and Phrases	a great deal land of opportunity		

## Support

Show students images from the Flip Book to help them remember what they learned in the Read-Aloud “E Pluribus Unum.”

## Support

Remember, push factors are problems in one’s home country that make them leave. Pull factors are positive things about a country that make people want to move there.

ENGLISH  
LANGUAGE  
LEARNERS



## Reading

### Exchanging Information and Ideas

#### Beginning

Reframe questions as simple yes/no questions (e.g., “Are pull factors reasons that draw people toward something?”).

#### Intermediate

Provide students with a specific sentence frame (e.g., “Pull factors are reasons that. . .”).

#### Advanced/Advanced High

Encourage students to use key details in complete sentences (e.g., “Pull factors are reasons that draw people towards something, like freedom of speech, because it draws people to move to the United States.”).

**ELPS 4.G**

Start Lesson

## Lesson 2: Charles Steinmetz Comes to America

# Introducing the Read-Aloud



**Speaking and Listening:** Students will explain why people immigrate.



**TEKS 2.1.A**

### WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Ask students what they remember from the previous Read-Aloud. Use the following questions to help students remember:
  - What is an immigrant? (*someone who leaves their home country to settle and make a new life in a new country or region*)
  - What are some of the push factors that you heard the author give as examples of why people would leave their homelands? (*fear and lack of freedom to practice their religion; money problems; problems in the government*)
  - What are some of the pull factors that you heard the author give as examples of why people would come to the United States? (*freedom of religion and speech, better job opportunities*)
  - What is the motto of the United States and what is its meaning? (*e pluribus unum, meaning “out of many, one”*)



### Check for Understanding

**Recall:** Why is *e pluribus unum* a good motto for the United States? (*The United States is a country made up of many different immigrants who have come together to form one nation.*)

- Rephrase students’ answers into complete sentences when necessary, using the terms *push and pull factors, freedom, and job opportunities*.



**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

## WHERE ARE WE? (5 MIN.)

- Have students locate North America and the United States on a world map or globe. Remind students that people immigrate to countries like the United States from many different countries because of the push and pull factors they just discussed.
- 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.
- Ask a student to point to the United States and to the continent of Europe on a world map or globe.
- Locate Germany for students. Tell students that Germany is a country on the continent of Europe. Tell students that Charles Steinmetz, the man they will learn about today, crossed the Alps mountain range from the country of Germany into the country of Switzerland. Point to Switzerland on the world map or globe and show students the Alps. Trace with your finger his path from Germany to Switzerland and then across the Atlantic Ocean to the United States.
- Point to New York City on the map. Tell students that they will hear about New York Harbor in today's Read-Aloud. Explain that a harbor is a body of water next to land that is deep enough for ships to anchor and where they will be protected from high winds and big waves.

### Challenge

What might have made this particular journey difficult? (*mountains, crossing Europe, crossing the Atlantic Ocean*)

## Lesson 2: Charles Steinmetz Comes to America

# Read-Aloud



**Reading:** Students will explain why Charles Steinmetz immigrated to America and describe his impact.

✚ **TEKS 2.1.A; TEKS 2.6.E; TEKS 2.6.G; TEKS 2.9.D.ii**

**Language:** Students will demonstrate an understanding of the Tier 2 word *opportunity*.

✚ **TEKS 2.7.F**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out why Charles Steinmetz immigrated to the United States and how his presence helped the United States.

### “CHARLES STEINMETZ COMES TO AMERICA” (15 MIN.)



#### Show Image 2A-1: Charles and other passengers eager to see the Statue of Liberty

[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 and still come to America. “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.

There were many push and pull factors that led many people to come to America. Some wanted to own their own farms or businesses and knew that there was a greater chance of doing that 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 and a suitable place to take shelter and call home. *What kinds of things did newcomers hope for in America?*

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.ii** Recognize characteristics and structures of informational text, including features and graphics to locate and gain information; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate.

### Support

Show students images or a video of the Statue of Liberty and New York Harbor.



### 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 to one side.

*[Show with your hand the height of four feet from the floor.] He was about this tall.*

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 a very good reason. *Listen carefully to find out the push and pull factors that led Charles to America.*

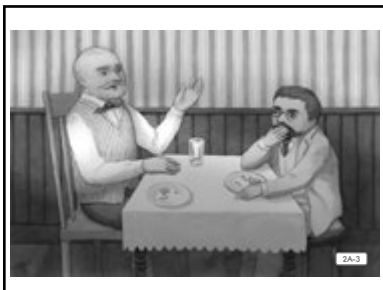
Charles had written an article that said his nation's government was to blame for many problems. In many countries, writing such an article could land a person in trouble. One day, a friend warned Charles, "My brother, who works for the government, says that the police are going to arrest you and put you in jail." *Do you think Charles should be sent to jail for writing an article about what he thought of his nation's government?*

### Challenge

Does it sound like Germany had freedom of speech at the time Charles was living there?

### Support

Over the course of the rest of the Read-Aloud, use a world map to trace Charles Steinmetz's journey from Germany to Switzerland to New York and then Pennsylvania.



### Show Image 2A-3: Oscar encouraging Charles to immigrate to America

To avoid being sent to jail, Charles fled over the Alps, a large mountain range in Europe, to Switzerland. 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

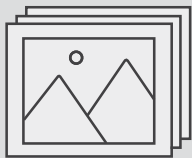
can find work and be free to write or say what you think." *Being able to find work and being free to write or say what you think are two pull factors, or reasons, why people immigrate to the United States.*

"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."



### Image Card 7



### Support

Show students historical images of Ellis Island.

### Support

A row is a straight line of people or things that are next to each other. Row can also mean to move a boat through water using oars.



### Show Image 2A-4: Charles and Oscar at the railing

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. Two months might seem like a long time to travel somewhere, but some voyages across the Atlantic Ocean from England and other parts of Europe could take up to six months or longer! 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. What statue did they see?

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. [Show Image Card 7 (Ellis Island).] From the late 1880s to the 1950s, Ellis Island was the main immigrant center on the East Coast of the United States. Listen carefully to find out what an immigrant center is.

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 dangerous, sick, or do not have the papers saying they can move to a new country. Will they let me in after my trouble back home?” Why was Charles scared he would be turned away at Ellis Island?



### 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. Long lines of immigrants waited to approach a row of desks. This is 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.” How do you think Charles might have felt if he had traveled for two months to settle in a new country and was turned away?

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. Using the interpreter to turn his English words into German, the clerk asked, “What is your name?”

## Challenge

Based on the way it is used in the sentence, what do you think an interpreter is?



### 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 thinkers in the world! He may be only four feet tall, but he has many talents. 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.”



### Show Image 2A-7: Steinmetz hard at work, creating new technology

Notice that this image is a photograph.

Photographs record images of things and people that are real. We can tell by this photograph that Charles was a real person, not a fictional character.

Two hours later, Oscar’s uncle welcomed Oscar and Charles to his big house

in New York City. Soon afterward, Charles Steinmetz began to learn English and went to work at a large company, using his powerful mind to invent useful new products. He helped improve the way electricity is carried through wires in order to bring electric power to buildings and houses. He helped to make

electric streetlights possible and worked with the famous American inventor, Thomas Edison. Charles wrote books that helped other scientists understand electricity. He made more than two hundred scientific discoveries!



#### **Show Image 2A-8: Charles older**

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 near 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.” *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 have a good job and life for himself. That is why they call the United States the ‘land of **opportunity**.’” Like many other immigrants, the move to America gave Charles a new chance to achieve something.

Oscar continued, “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. Can you imagine what your life would be like today if Charles Steinmetz had been sent back to Germany?

## COMPREHENSION QUESTIONS (10 MIN.)

### Show Image Card 1 (Statue of Liberty)

1. **Literal.** What does this picture show? (*the Statue of Liberty*) Why was it important in today's Read-Aloud? (*the statue welcomed immigrants to the United States and symbolizes freedom and hope*)
2. **Inferential.** In today's Read-Aloud, you heard about Charles Steinmetz, a mathematician and engineer. What was the push factor the author tells about that caused Charles to leave Germany? (*He criticized the German government in an article he wrote and feared he might be put in jail.*)
3. **Inferential.** Where did Charles's ship dock? (*at Ellis Island in New York Harbor*)
  - 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. **Literal.** Why did the government clerk almost send Charles back to Europe? (*He had no money, could not speak English, and had no job.*)
5. **Inferential.** Why did Charles's friend Oscar call the United States the "land of opportunity"? (*because he believed that the United States was a place where most people had chances or possibilities to achieve what they wanted*)



### Check for Understanding

**Think-Pair-Share:** 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.*)

### Image Card 1



ENGLISH  
LANGUAGE  
LEARNERS

### Reading

#### Exchanging Information and Ideas

#### Beginning

Reframe questions as simple yes/no questions (e.g., "Does this picture show the Statue of Liberty?").

#### Intermediate

Provide students with a specific sentence frame (e.g., "The Statue of Liberty is important because. . .").

#### Advanced/Advanced High

Encourage students to use key details in complete sentences (e.g., "The Statue of Liberty is important because it welcomed immigrants to the United States and it symbolizes freedom and hope.").

**ELPS 4.F; ELPS 4.I**

## Challenge

Give students a research opportunity to investigate other contributions Charles Steinmetz made to the United States if students have any further questions about his life, his work, and/or his inventions.

### WORD WORK: OPPORTUNITY (5 MIN.)

1. In the Read-Aloud you heard, "That is why they call the United States the 'land of opportunity.'"
2. Say the word *opportunity* with me.
3. The word *opportunity* means a chance or possibility to achieve or do something.
4. Julian was given the 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?

**Use a Discussion activity for follow-up.** I will ask a question about something you may have already had the opportunity to do or you might like to have the opportunity to do in the future. Be sure to use the word *opportunity* when you answer. (*Answers may vary.*)

- Have you ever had or would you like to have the opportunity to cook?
- Have you ever had or would you like to have the opportunity to learn to play a new game?
- Have you ever had or would you like to have the opportunity to make a new friend?
- Have you ever had or would you like to have the opportunity to hold a baby?

## Lesson 2: Charles Steinmetz Comes to America

# Application



**Reading:** Students will record information about Charles Steinmetz's immigration to the United States.

**TEKS 2.6.G; TEKS 2.7.B; TEKS 2.7.D**

### E PLURIBUS UNUM PUZZLE (20 MIN.)

- Remind students that they just learned about a mathematician and engineer who immigrated to the United States from Germany.
- Remind 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 United States, just like each puzzle piece added helps to complete the puzzle's image.
- Ask students what Charles Steinmetz contributed to the "puzzle" of the United States.
- Tell students to write three to five sentences on Activity Page 2.1 describing the story of Charles Steinmetz's immigration to the United States.



### Check for Understanding

**Circulate and Ask:** Circulate and guide students as they write information about Charles Steinmetz's immigration by asking them questions such as, "Why did Charles Steinmetz leave Germany?"

- If students have additional time, they may illustrate the puzzle piece as well.
- Remind students that after all of their puzzle pieces are complete, they will cut them out and put them together to see the complete image.
- Collect Activity Page 2.1 to check that they understand the content from today's Read-Aloud.

End Lesson

**TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order..

### Challenge

Ask students how Charles Steinmetz's story of immigration to the United States is an example of the motto of the United States, *e pluribus unum*.

### Activity Page 2.1



**ENGLISH  
LANGUAGE  
LEARNERS**

### Writing

#### Writing

#### Beginning

Have students dictate a summary using familiar vocabulary to a teacher to be recorded.

#### Intermediate

Have students dictate a summary using familiar vocabulary to a peer to be recorded.

#### Advanced/Advanced High

Have students write a summary using familiar vocabulary independently.

**ELPS 4.1; ELPS 5.G**

## 3

## JOURNEYS TO AMERICA: LAND OF OPPORTUNITY

## Life in the City

## PRIMARY FOCUS OF LESSON

## Speaking and Listening

Students will review Charles Steinmetz's experience of immigration and identify the common routes of immigration in the 1880s–1920s.

 **TEKS 2.1.A**

## Reading

Students will describe the lives of immigrants living in major United States cities.

 **TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.F; TEKS 2.7.C**

## Language

Students will demonstrate an understanding of the Tier 3 word *traditional*.

 **TEKS 2.7.F**

## Reading

Students will record information about the lives of immigrants in major United States cities.


 **TEKS 2.6.G; TEKS 2.7.B**

## FORMATIVE ASSESSMENT

## Activity Page 3.1

**E Pluribus Unum Puzzle** Students will record information about the lives of immigrants in major United States cities.

 **TEKS 2.7.B**

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

## LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> world map <input type="checkbox"/> Flip Book: 2A-5
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> world map <input type="checkbox"/> U.S. map <input type="checkbox"/> historical images of U.S. cities (optional) <input type="checkbox"/> Flip Book: 3A-1–3A-9
“Life in the City”			
Comprehension Questions			
Word Work: <i>Traditional</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
E Pluribus Unum Puzzle	Independent	20 min.	<input type="checkbox"/> Activity Page 3.1

## ADVANCE PREPARATION

### Read-Aloud

- Prepare a map of the United States with the following cities clearly labeled: New York City, San Francisco, Chicago, Philadelphia, Detroit, Cleveland, and Boston.

### Universal Access

- Prepare additional historical images (1880–1920) showing New York City, San Francisco, and any other major cities that may interest students. The Library of Congress Prints and Photographs Collection has many historical photographs of this era. Visit the Library of Congress’s website and search using the subject “City & Town Life.” Note that some of these images may not be appropriate for students. Be sure to view the photographs first and choose which ones you would like to show to students.



- You may wish to relate the experiences of the main character, Marie's experiences living in rural Italy and then living in a bustling city to your own students' everyday experiences. Ask students whether they live in the city or country and how their experiences in the city or country are similar to or different from Marie's.

## CORE VOCABULARY

**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.** unkind or aggressive

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.** customary or long-established; being done in 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

### Vocabulary Chart for "Life in the City"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		hostile ( <i>hostil</i> ) newcomers traditional ( <i>tradicional</i> )	
Multiple Meaning	customs		
Sayings and Phrases	felt at home		

## Lesson 3: Life in the City

# Introducing the Read-Aloud



**Speaking and Listening:** Students will review Charles Steinmetz's experience of immigration and identify the common routes of immigration in the 1880s–1920s.


 **TEKS 2.1.A**

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Ask 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*)
  - What was the push factor the author tells about that caused Charles to leave Germany? (*He criticized the German government in an article he wrote and feared he might be put in jail.*)
  - 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-5: Charles looking apprehensive in the Immigration Center

- What place did Charles have to visit first? (*Ellis Island, a center where the American government would decide which immigrants were allowed to enter into the United States*)
- 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 United States live better lives.*)
- Why is the United States called the “land of opportunity”? (*It provides many opportunities to its people; it gives people freedom and allows them to do things that better their lives.*)

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

## Support

You may wish to show Flip Book images from Lesson 2 to help students recall relevant information about immigration and Charles Steinmetz.



**ENGLISH  
LANGUAGE  
LEARNERS**

## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Reframe questions as simple yes/no questions (e.g., “Does this picture show the Statue of Liberty?”).

#### Intermediate

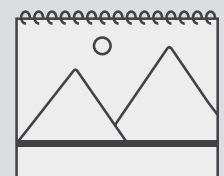
Provide students with a specific sentence frame (e.g., “The Statue of Liberty is a symbol of . . .”).

#### Advanced/Advanced High

Encourage students to use key details in complete sentences (e.g., “The Statue of Liberty is a symbol of freedom and hope.”).

### ELPS 3.B

## Flip Book 2A-5



## WHERE ARE WE? (5 MIN.)

- Have students locate North America, Europe, and the United States on a world map or globe.
- Ask students to point to where Charles Steinmetz immigrated from. (*Germany*)
- Point to New York City and tell students that it is located on the East Coast of the United States. Tell students that a coast is the area of land near the ocean. You may wish to point out the compass rose on the map and how it can be used to tell which direction is east.
- Ask students if they have ever been to New York City. Ask someone if they can describe it.
- Ask students the name of the immigrant center that was located on the East Coast through which Charles Steinmetz arrived. (*Ellis Island*) Remind students that immigrants from Europe entered the United States through this center. Trace the path from Europe to Ellis Island on a world map.
- Tell students that today they will also hear about another immigration center that was located on the West Coast of the United States.
- Ask a student to trace the West Coast.
- Point to the city of San Francisco and tell students that the immigration center on the West Coast admitted immigrants from Asia. Point to the continent of Asia and tell students that early immigrants came from this continent, across the Pacific Ocean to the United States.

### Challenge

Ask students why the United States might want two immigration centers, one on each coast of the country. (*many people arrived by boat, so there was one for people coming from the east, and one for people coming from the west*) Ask students to trace on a map the direction people from various countries would have traveled to get to Ellis Island.



### Check for Understanding

**Point to It:** Ask students to point to various locations on the world map:

- the East Coast of the United States
- the West Coast of the United States
- New York City
- San Francisco
- immigrant path from Asia
- immigrant path from Europe

### Lesson 3: Life in the City

# Read-Aloud



**Reading:** Students will describe the lives of immigrants living in major United States cities.

**TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.F; TEKS 2.7.C**

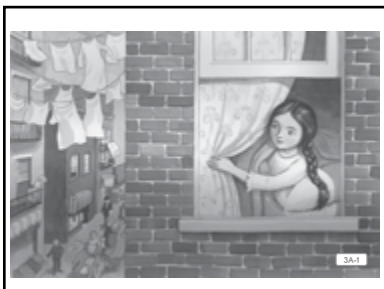
**Language:** Students will demonstrate an understanding of the Tier 3 word *traditional*.

**TEKS 2.7.F**

## PURPOSE FOR LISTENING

- Tell students to listen carefully to find out what life was like for immigrants in big cities in the United States.

## “LIFE IN THE CITY” (15 MIN.)



### 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.

**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate.

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."

**Challenge**

What words and phrases does Marie use to describe life in New York City?

“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. 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. I do 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 I am very thankful to be here in America where there are so many opportunities.” *How do you think Marie feels about her new life in America?*



### 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 better job opportunities in the 1800s and early 1900s. The largest wave, or group, of immigrants, twenty-three million people, came to the United States between 1880 and 1920. *Twenty-*

*three million is a big number, isn't it? That's more people than live in the entire state of Florida today!* Immigrants from Europe entered through Ellis Island in New York Harbor, and many stayed near the harbor, living in or around New York City on the East Coast. 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. *[Point out these cities on a U.S. map.]*

### Support

The coast is the area along or near a sea or ocean. Another meaning of coast is to move along easily, as when you coast on a bicycle or sled.



### Show Image 3A-6: Immigrants at Angel Island

Meanwhile, Chinese and other immigrants from Asia came to the West Coast of the United States through the city of San Francisco, passing through the Angel Island Immigration Center in San Francisco Bay.

*Show me on a U.S. map where Angel Island and the San Francisco Bay are located.* 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 other Asian immigrants settled in cities around the San Francisco Bay or moved inland away from the ocean. They would often stop in the mining camps of the California mountains in search of gold, joining other gold seekers from across the United States and from

other nations around the world. After finding no gold, many Chinese went to find work building the railroads that would soon join the East and West Coasts of the country. *What was the name of the railroad you learned about in the Westward Expansion domain that linked the East and West Coasts of the United States? That's right, the transcontinental railroad.*



### Show Image 3A-7: Immigrant factory workers

Although many immigrants settled in the countryside as farmers or villagers, most of them made their homes in the big cities of America. *What are some of the big cities you just heard about? [Point to the cities on the U.S. map.]* Many immigrants settled in these large cities because there were more jobs

there. Earlier immigrants remembered the hardships and difficulties they had experienced settling in a new country and often helped the **newcomers** *or people who had recently arrived in the United States* to find jobs. 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 home countries. Others sold items from carts or wagons, which they pushed themselves or had horses pull for them. *What were some of the hardships that newcomers faced?*



### Show Image 3A-8: Old photo of ethnic neighborhood in New York City

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 home countries. *Customs are the beliefs and ways of doing things that have*

*been long established. Different immigrants have different customs and traditions depending on where they are from.* Many immigrants who lived in the cities gathered in ethnic neighborhoods with other immigrants from their native countries. People would say, "That's Little Italy over there," or "This neighborhood is called Chinatown." Germans, Polish, Italians, Irish, African-Americans, European Jewish, Japanese, Norwegians, and many other



groups had what they thought of as their own parts of town. They felt at home there. Cafés and restaurants served their **traditional** foods made with old and familiar recipes. Crowded apartments were decorated with familiar items from home, and all around them they heard the languages from their homelands. 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.



### Show Image 3A-9: People on the street

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** or very unfriendly and unwelcoming toward them because they were different. Some Americans believed that immigrants were coming into the country and taking their jobs.

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. The longer immigrant families lived in the United States, the less hostility they felt. *You just heard that hostile means unfriendly or unwelcoming. The word hostility comes from hostile. What do you think it means?* 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.



## Support

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 an apartment building; etc.*)

ENGLISH  
LANGUAGE  
LEARNERS



## Reading

### Reading/Viewing Closely

#### Beginning

Prompt and support students to recall words and phrases that relate to immigration.

#### Intermediate

Provide moderate support in eliciting phrases and ideas with greater detail that relate to immigration.

#### Advanced/Advanced High

Provide minimal support in eliciting key details relating to immigration.

ELPS 1.E; ELPS 4.E;

ELPS 4.I

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Evaluative.** In today's Read-Aloud you heard about Marie, an immigrant who lived in the city. Compare and contrast her city life in the United States with 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 United States, Marie and her family had plenty to eat, her father had a job, and they lived in an apartment building.*)
2. **Inferential.** What were some of the pull factors that brought immigrants from Europe and Asia to the United States? (*the opportunity for a better life, more job opportunities, the possibility of wealth, welcoming ethnic neighborhoods*)
3. **Literal.** Charles Steinmetz and Marie's family entered the United States through which immigration center? (*Ellis Island*) Through which immigration center did many Chinese and other Asian immigrants enter the United States? (*Angel Island*)
4. **Inferential.** What was one of the pull factors that attracted the Chinese immigrants to the California mountains? (*hopes of finding gold and becoming wealthy*)
5. **Literal.** [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 that you heard about did immigrants settle? (*Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco*)



### Check for Understanding

**Use Evidence:** What reasons does the author give to explain why immigrants often chose to live in the big cities of America? (*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.*)

6. **Evaluative.** *Think-Pair-Share:* If you were an immigrant during the 1880s to 1920s, what would you have liked about living in a big city? What would you have disliked? (*Answers may vary.*)

## WORD WORK: TRADITIONAL (5 MIN.)

1. In the Read-Aloud you heard, “Cafés and restaurants served their traditional foods . . . ”
2. Say the word *traditional* with me.
3. *Traditional* means customary or long-established, and describes something that has been done in the same way for a long time.
4. Larry’s mother and father decorate their house in a traditional way just as their grandparents had many years ago.
5. Do you and your family have any traditional recipes, dinners, or clothes? Do you have 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?

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

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

## Support

Ask the students 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 are ethnic neighborhoods?

## Activity Page 3.1



ENGLISH  
LANGUAGE  
LEARNERS



## Writing

### Writing

#### Beginning

Have students dictate a summary using familiar vocabulary to a teacher.

#### Intermediate

Have students dictate a summary using familiar vocabulary to a peer.

#### Advanced/Advanced High

Have students write a summary independently using familiar vocabulary.

**ELPS 4.I; ELPS 5.G**

## Lesson 3: Life in the City

# Application



**Reading:** Students will record information about the lives of immigrants in major United States cities.



**TEKS 2.6.G; TEKS 2.7.B**

### E PLURIBUS UNUM PUZZLE (20 MIN.)

- Ask students the meaning of the phrase *e pluribus unum*. (“out of many, one”)
- Remind students that this 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 write on another puzzle piece to help them remember some of the important things they learned about immigration to the United States.
- On Activity Page 3.1, have students write three to five sentences describing life for immigrants in United States cities. Tell students they may focus on life in a specific city, or they may write about cities in general.



## Check for Understanding

**Circulate and Ask:** Circulate and guide students as they write a summary of immigrants’ lives in cities in the United States.

- If students have additional time, they may illustrate the puzzle piece as well.
- Remind students that after all of their puzzle pieces are complete, they will cut them out and put them together to see the complete image.
- Collect Activity Page 3.1 to check that they understand the content from today’s Read-Aloud.

End Lesson



**TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

## JOURNEYS TO AMERICA: LAND OF OPPORTUNITY

# From Ireland to New York City

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will share what they know about immigration and will identify the potato blight as a major push factor for Irish immigrants in the late 1800s.

 **TEKS 2.1.A; TEKS 2.1.C**

### Reading

Students will explain why the United States was known as the “land of opportunity.”

 **TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.F; TEKS 2.8.A**

### Language

Students will demonstrate an understanding of the word *afford*.

 **TEKS 2.7.F**

Students will identify and generate adjectives.

 **TEKS 2.11.D.iv**

### Reading

Students will record information about Irish immigration.


 **TEKS 2.6.G; TEKS 2.7.B**

## FORMATIVE ASSESSMENT

### Activity Page 4.1

**E Pluribus Unum Puzzle** Students will record information about Irish immigration.

 **TEKS 2.6.G; TEKS 2.7.B**

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.1.C** Share information and ideas on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.11.D.iv** Edit drafts using standard English conventions, including: adjectives, including articles; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

## LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> world map or globe <input type="checkbox"/> Flip Book: 4A-1
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 4A-2–4A-7
“From Ireland to New York City”			
Comprehension Questions			
Word Work: <i>Afford</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Syntactic Awareness Activity	Independent	20 min.	<input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> Flip Book: 4A-2
E Pluribus Unum Puzzle			

## ADVANCE PREPARATION

### Note to Teacher

- The purpose of syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the Read-Alouds.

### Universal Access

- Keep an adjective wall throughout the rest of the domain. Encourage students to identify adjectives in the Read-Aloud, or in everyday speech or reading, and then add them to the wall. Consider including pictures or illustrations that help students understand why the listed word is an adjective (e.g., for the adjective *red*, draw a red apple beside the word *red*). Students can reference the adjective wall when they are writing in order to make their writing more descriptive.

## CORE VOCABULARY

**afford, v.** to have enough of something, especially money or time, available to buy or 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 caused by a disease

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

Variation(s): blights

**emigrated, v.** left a country or region to settle in another

Example: Charles Steinmetz emigrated from Germany.

Variation(s): emigrate, emigrates, emigrating

**Vocabulary Chart for "From Ireland to New York City"**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	blight emigrated ( <i>emigrar</i> )	afford	
Multiple Meaning			
Sayings and Phrases	land of opportunity look who the cat dragged in I could see it in his eyes food on the table putting food in your mouth thinks highly of all in all		



## Reading

### Reading/Viewing Closely

#### Beginning

Prompt and support students to recall words and phrases that relate to immigration to cities.

#### Intermediate

Provide moderate support in eliciting phrases and ideas with greater detail that relate to immigration to cities.

#### Advanced/Advanced High

Provide minimal support in eliciting key details relating to immigration to cities.

**ELPS 1.E; ELPS 4.E;**

**ELPS 4.I**

## Support

You may wish to show students Flip Book images from the previous Read-Aloud to help them recall relevant information.

### Lesson 4: From Ireland to New York City

# Introducing the Read-Aloud



**Speaking and Listening:** Students will share what they know about immigration and will identify the potato blight as a major push factor for Irish immigrants in the late 1800s.



**TEKS 2.1.A; TEKS 2.1.C**



## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

**TEKS 2.1.C**

- Ask students to share what they learned in the previous lesson about immigration to a 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 centers at that time? (*Ellis Island and Angel Island*) Where were they located? (*New York Harbor and San Francisco Bay*)
  - Why did immigrants choose to settle in the big cities? (*There were more jobs in the cities, 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 (5 MIN.)

- 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.



**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;  
**TEKS 2.1.C** Share information and ideas on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

- 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 that it is thought that as many as four and a half million Irish immigrated to the United States between the years 1820 and 1930.

### Show Image 4A-1: Healthy potato crop/failed crop

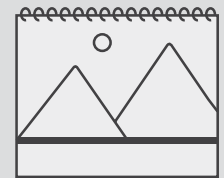
- Tell students that one push factor occurred in Ireland in 1845. In that year, the potato crop in Ireland, the main food crop there, suddenly died. When this happened, many people in Ireland had very little to eat, so many people decided to immigrate to the United States for a better life and job opportunities.
- Remind students that the word *immigrate*, spelled with an 'i', means to enter into a new country and settle down.
- Ask students what they think the word *emigrate*, spelled with an 'e', means. Tell them that the word *emigrate* means to leave one country or region to go to another. Tell students that in this Read-Aloud they will hear about a family from Ireland that emigrated from Ireland and immigrated to the United States.



### Check for Understanding

**Recall:** What major push factor occurred in Ireland in 1845 and caused many Irish people to immigrate to the United States? (*the potato crop suddenly died*)

### Flip Book 4A-1



### Challenge

Tell students the prefix *im-* means into and the prefix *e-* means out of. Ask students how the meanings of these prefixes are related to the meanings of the words *immigrate* and *emigrate*.



## Lesson 4: From Ireland to New York City

# Read-Aloud



**Reading:** Students will explain why the United States was known as the “land of opportunity.”



**TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.F; TEKS 2.8.A**

**Language:** Students will demonstrate an understanding of the word *afford*.



**TEKS 2.7.F**

### 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 emigrated from Ireland because of the potato blight.

### “FROM IRELAND TO NEW YORK CITY” (15 MIN.)



#### 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.

“It wasn’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.”



**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate.



### Show Image 4A-3: Aunt Cathleen and Fiona talking

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.”

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 been sharing a tiny apartment ever since they had **emigrated** from Ireland to settle in the United States. *What does emigrated mean?* 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.



### Show Image 4A-4: Sean smelling the food

By now, plates of food had appeared in front of Sean and Fiona. Sean breathed in the familiar smells of the food from his home country, Ireland. “Ah, bacon joint and potatoes,” he told Aunt Cathleen. “It reminds me of Ireland every time I smell your cooking.” *Bacon joint is a traditional Irish dish made up of various pieces of smoked and salted pork.*

“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. *A blight is a kind of plant disease that causes the sudden death of the plant or crop.* 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.” *Based on what I just read, what does the phrase land of opportunity mean?*

## Support

*Land of opportunity* means a country where people can work hard and be rewarded well for their hard work. Aunt Cathleen says the United States is the “land of opportunity” because her family can work hard and has enough food to eat and earns more for their hard work than they did in Ireland.

## Challenge

What are the differences between Ireland and New York City according to Aunt Cathleen and Uncle Brendan? Which of these are push factors and which are pull factors?

ENGLISH  
LANGUAGE  
LEARNERS



## Language

### Evaluating Language Choices

#### Beginning

With substantial prompting, ask students to describe the meaning of the phrase *land of opportunity*.

#### Intermediate

With moderate prompting, ask students to describe the meaning of the phrase *land of opportunity*.

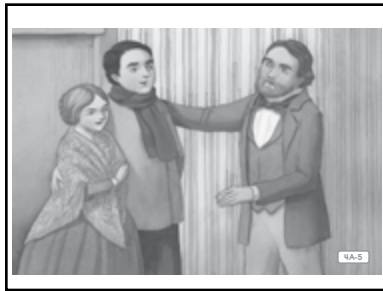
#### Advanced/Advanced High

With some prompting, ask students to describe the meaning of the phrase *land of opportunity*.

ELPS 1.D; ELPS 1.H

*Why does Aunt Cathleen call the United States the “land of opportunity” in comparison to Dublin?*

“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 lot of money 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. 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. *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.* 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. 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? 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.”



**Show Image 4A-6: Sean, Fiona, and Uncle Brendan at table**

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 now to 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.”

*How does Sean feel about immigrating to the United States?*

“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 Connollys 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 as hard as the changes sometimes are, coming to America was a good idea.”

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Where did the characters in today's Read-Aloud emigrate from? (*Ireland*) Where did they immigrate to? (*America*)
2. **Inferential.** What push factors caused Sean and Fiona, their family, and many other Irish families to leave Ireland? (*the potato blight; they did not have enough to eat or enough money in Ireland*)
3. **Inferential.** What pull factors brought the Murphys to the United States? (*hope for a better life; better job opportunities; more money for their work; etc.*)
4. **Inferential.** 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. **Evaluative.** 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.*)

### Challenge

How is the Murphys' experience of New York City similar to Marie's experience of a large city? (You heard about Marie in the Read-Aloud in Lesson 3, "Life in the city.")



### Check for Understanding

**Think-Pair-Share:** Why did both Aunt Cathleen and Sean call the United States a "land of opportunity"? (*There was more food in the United States than in Ireland; there were more job opportunities; Fiona and Sean will have better opportunities in their future; etc.*)

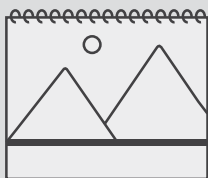
## WORD WORK: AFFORD (5 MIN.)

In the Read-Aloud you heard, “Uncle Brendan said to his old friend and neighbor, ‘I’d hire you myself, but I couldn’t afford to pay you.’”

1. Say the word *afford* with me.
2. To afford means to have enough of something, especially money or time, available to buy or do something.
3. After practicing for several months for a concert, Mary was able to afford a few days without practice when she was sick.
4. Have you ever been able to afford to do something? 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: “I was able to afford to . . .”]
5. What’s the word we’ve been talking about?

**Use a Making Choices activity for follow-up.** I am going to read several sentences. If the person in the sentence has enough time or money available to do or buy something, say, “They could afford \_\_\_\_.” If the person in the sentence is not able to afford something, or does not have enough money or time for something, say, “They could not afford \_\_\_\_.”

1. Penny had enough money for a sandwich and a lollipop. (*She could afford the sandwich 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 one practice.*)
5. The school bought eight new computers with the money they had saved. (*The school could afford the new computers.*)



### Beginning

With support, expand noun phrases by adding a familiar adjective.

### Intermediate

Expand noun phrases using familiar and new adjectives with increasing independence.

### Advanced/Advanced High

Expand noun phrases using familiar and new adjectives independently.

**ELPS 1.E ELPS 5.E**

### Support

Add students' adjectives to an adjective wall.  
Continue to record adjectives on this list throughout the domain.

## Lesson 4: From Ireland to New York City

# Application



**Language:** Students will identify and generate adjectives.

**TEKS 2.11.D.iv**

**Reading:** Students will record information about Irish immigration.

**TEKS 2.6.G; TEKS 2.7.B**

### SYNTACTIC AWARENESS ACTIVITY (10 MIN.)

#### Adjectives

**Note:** There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical.

- Remind students what a noun is and explain to students what adjectives are.
  - What is a noun? (*A noun is a person, place, or thing.*)
  - Today we will practice using adjectives, which are words or phrases that are used to describe nouns.

#### Show Image 4A-2

- Ask students to describe the image.
  - Describe this image to your partner. I will call on a few of you to share.
- As students share, repeat what they say and put emphasis on the adjectives and adjective phrases, e.g., It is *cold*; the wind was *freezing*; the girl with a *red* scarf on her head walks with her brother on the *busy* street; the boy wearing the *brown* hat opens the *green* door. After each example, remind students that adjectives describe nouns.
- Reread a sentence from the Read-Aloud and help students identify the adjectives used.

*It was a freezing cold day in 1858, and all those bodies helped block the powerful wind blowing in from the Hudson River.*

- What kind of day was it? (*It was a freezing cold day.*)
- What adjectives are used to describe the day? (*freezing and cold*)
- What was the wind like? (*The wind was powerful.*)
- What is the adjective used to describe the wind? (*powerful*)

**TEKS 2.11.D.iv** Edit drafts using standard English conventions, including: adjectives, including articles; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.



- Encourage students to use adjectives in their own sentences:
  - Now you try! Tell your partner the temperature or weather for today. You can say, “Today is a \_\_\_\_\_ day.” Then continue to describe what the day is like using more adjectives.

## E PLURIBUS UNUM PUZZLE (10 MIN.)

- Ask students the meaning of the phrase *e pluribus unum*. (“out of many, one”)
- Remind students that this 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 write on another puzzle piece to help them remember some of the important things they learned about immigration to the United States.
- On Activity Page 4.1, have students write one to three sentences describing life for Irish immigrants. Tell students they may focus on why Irish people emigrated from Ireland or they may focus on their lives once they got to the United States. Encourage students to use details from today’s Read-Aloud.



### Check for Understanding

**Circulate and Ask:** Circulate and guide students as they write about Irish immigrants in the United States.

- If students have additional time, they may illustrate the puzzle piece as well.
- Remind students that after all of their puzzle pieces are complete, they will cut them out and put them together to see the complete image.
- Collect Activity Page 4.1 to check that they understand the content from today’s Read-Aloud.

End Lesson

## Challenge

Have students describe images from the Film Book. Encourage students to use more descriptive adjectives, e.g., instead of *happy*, students could use *joyful, cheerful, contented, bright*, etc.

## Support

Help students recall important details from the Read-Aloud. You may prompt discussion with the following questions:

Where were the Murphys from?

What push and pull factors brought the Murphys to the United States?

How did immigrants help each other?

What does the phrase “land of opportunity” mean?

## Activity Page 4.1





## 5

## JOURNEYS TO AMERICA: LAND OF OPPORTUNITY

## Gold Mountain

## PRIMARY FOCUS OF LESSON

## Speaking and Listening

Students will review the common routes of immigration and describe immigrants' lives in the 1880s–1920s.

 **TEKS 2.1.A**

## Reading

Students will explain the push and pull factors of Chinese immigration in the 1880s–1920s.

 **TEKS 2.1.A; TEKS 2.6.F; TEKS 2.6.G; TEKS 2.7.C**

## Language

Students will demonstrate an understanding of the antonyms *exhausting* and *refreshing*.

 **TEKS 2.3.D**

Students will explain the meaning of the saying “turn over a new leaf.”

 **TEKS 2.10.D**

## Reading

Students will record information about Chinese immigration.


 **TEKS 2.6.G; TEKS 2.7.B**

## FORMATIVE ASSESSMENT

## Activity Page 5.1

**E Pluribus Unum Puzzle** Students will record information about Chinese immigration.

 **TEKS 2.6.G; TEKS 2.7.B**

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

## LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Image Cards 7, 8 <input type="checkbox"/> U.S. map <input type="checkbox"/> world map
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 5A-1–5A-9
“Gold Mountain”			
Comprehension Questions			
Word Work: <i>Exhausting</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Sayings and Phrases: “Turn Over a New Leaf”	Whole Group/ Independent	20 min.	<input type="checkbox"/> Activity Page 5.1
E Pluribus Unum Puzzle			

## ADVANCE PREPARATION

### Universal Access

- Prepare images showing various characters from different languages (e.g., English alphabet, Chinese characters, Cyrillic, etc.) to help students understand the meaning of the word *character* during the Read-Aloud.
- Prepare additional historical images (1880–1920) showing Chinatown in San Francisco. The Library of Congress Prints and Photographs Collection, which is available on the Library of Congress’s website, has many historical photographs of this era. Note that some of these images may not be appropriate for students. Be sure to view the photographs first and choose which ones you would like to show to students.

## CORE VOCABULARY

**characters, n.** symbols 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

**responsibilities, n.** things people depend on you to do

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

**wages, n.** money earned for doing work

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

Variation(s): wage

**Vocabulary Chart for "Gold Mountain"**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		exhausting honor ( <i>honrar</i> ) responsibilities ( <i>responsabilidades</i> )	
Multiple Meaning		characters ( <i>carácter</i> ) wages	
Sayings and Phrases	in large numbers make a better life ended up in those who came before us		

## Lesson 5: Gold Mountain



# Introducing the Read-Aloud

**Speaking and Listening:** Students will review the common routes of immigration and describe immigrants' lives in the 1880s–1920s.



TEKS 2.1.A

## Support

Show students Flip Book images from Lesson 3 to help them recall relevant information.

## Image Cards 7, 8



## Challenge

Why might many immigrants who came through Ellis Island settle in certain areas, and many immigrants who came through Angel Island settle in other areas? (*The immigrants often settled in big cities near where they came into the United States.*)

### WHAT HAVE WE ALREADY LEARNED? (10 MIN.)

- Ask students what they remember 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.

### Show Image Card 7 (Ellis Island)

- Ask students the following questions to review immigration centers:
  - What is the name of this immigration center on the East Coast and why is it important? (*Ellis Island; European immigrants came to the United States through Ellis Island*)
  - Point to Europe on a world map.
  - Where did immigrants who came through Ellis Island settle? (*on the East Coast, settling in nearby cities, and sometimes later moving to the Midwest*)
  - Point to New York City, the East Coast, and the Midwest on a U.S. map.

### Show Image Card 8 (Angel Island)

- What is the name of this immigration center on the West Coast? (*Angel Island*)
- Where did immigrants who came through Angel Island settle? (*Asian immigrants who came through Angel Island usually settled in the city of San Francisco and in other areas on the West Coast.*)
- Point to Asia on a world map.
- Point to the West Coast and the city of San Francisco on a U.S. map.



**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.



### Check for Understanding

**Think of a Word/Phrase:** Think of a word or phrase that describes immigrants' experiences in United States cities in the 1880s to 1920s. (*Answers will vary but may include land of opportunity, busy, loud, neighborhoods, hard work, etc.*)



ENGLISH  
LANGUAGE  
LEARNERS

### Speaking and Listening

#### Selecting Language Resources

##### **Beginning**

Have students verbally share key words from the Read-Aloud.

##### **Intermediate**

Have students verbally share key words and phrases based on the Read-Aloud.

##### **Advanced/Advanced High**

Have students verbally share complex domain-related vocabulary and phrases based on the Read-Aloud.

**ELPS 1.E; ELPS 2.C**

## Lesson 5: Gold Mountain

# Read-Aloud



**Reading:** Students will explain the push and pull factors of Chinese immigration in the 1880s–1920s.



**TEKS 2.1.A; TEKS 2.6.F; TEKS 2.6.G; TEKS 2.7.C**

**Language:** Students will demonstrate an understanding of the antonyms *exhausting* and *refreshing*.



**TEKS 2.3.D**

### PURPOSE FOR LISTENING

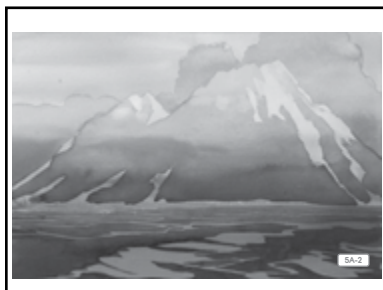
- Tell students to listen carefully to find out what push and pull factors inspired two Chinese immigrants to emigrate from China and settle in the United States at about the same time that Fiona and Sean emigrated from Ireland.

### “GOLD MOUNTAIN” (15 MIN.)



#### Show Image 5A-1: Lin Wen hurrying down the stairs

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. Lin 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

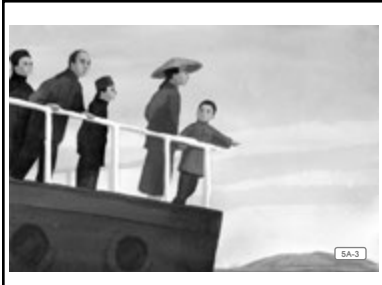
Like other immigrant groups, the Chinese came to America for many reasons. “Gold Mountain,” or “Gam Saan,” as the Chinese called it, was one of the main reasons **or pull factors** the Chinese immigrated to the United States. After word reached China of the discovery of gold in the

mountains of California, Chinese people were soon crossing the Pacific Ocean



**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

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!” *Do you think there was actually a mountain made of gold in California? “Gold Mountain” was a myth. Who can tell me what a myth is?*



**Show Image 5A-3: Lin Wen and his father sailing into San Francisco; Angel Island is visible**

Lin Wen and his father traveled to America, hoping to make a better life for themselves and their family. In China, their family, along with many other Chinese families, was very poor. It was hard for Lin Wen's father to support

his family. He decided to take Lin Wen to America and search for gold.

They had come on a great steamship, leaving behind Lin Wen's mother, his two sisters, and his grandmother in China. On the journey to the United States, Lin 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.” *What push and pull factors brought Lin Wen and his father to the United States?*



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

Since coming through the immigration center on Angel Island, Lin 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 Lin Wen and his father, experienced hostility from Americans

in California. *What does it mean that Lin Wen and his father experienced hostility?* Some Americans believed Chinese immigrants would take all of their jobs because they were willing to work for lower **wages** or **pay**. Sometimes jobs paying lower wages were all the Chinese could get because some Americans at that time would not hire them to work in jobs that paid better. The few jobs Chinese immigrants were allowed to do were often hard and dangerous, such as helping to build the railroad that crossed the continent and would link the eastern and western sections of the United States. Some Irish immigrants also helped build that historic railroad.



Who did we hear about who emigrated from Ireland and worked on the railroad? Other Chinese immigrants took jobs working long, **exhausting or extremely tiring** hours in woolen mills, washing dishes in restaurant kitchens, or working in laundries where the clothes were washed in large wooden kettles of boiling water. *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.*

Americans who were hostile to the Chinese did not like how the Chinese had very different traditions and customs from Americans. European immigrants that were settled into their new American life had trouble accepting immigrants who didn't come from their own homelands in Europe. 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 in the United States.

### Support

Show students photographs of San Francisco's Chinatown in the late 1800s and early 1900s to give them a sense of everyday life.



### 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 Lin Wen's father worked in a laundry and Lin Wen was lucky enough to work in

a grocery store selling traditional Chinese foods. Lin 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.

### Support

Here, the word *characters* refers to the symbols used in the Chinese system of writing. *Characters* can also mean the people in a story. Show students various characters from different languages (e.g., English alphabet, Chinese characters, Cyrillic, etc.).



### Show Image 5A-6: Lin Wen and shopkeeper

No one would have guessed from the street that this rundown building could hold such a beautiful room. Hanging on the walls were red silk cloths bearing gold-colored Chinese **characters or writing symbols**. 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 or show respect for** the memory of your grandfather?”

“Yes, please,” Lin 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,” Lin Wen’s father had taught him. “One way to show our respect is to say special prayers and burn incense in their memory.” *Sticks of incense are made from a material that burns slowly and produces a sweet and pleasant smell.* Lin Wen’s grandfather had died long before Lin Wen and his father had come to America, but they continued to honor him. Lin 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 Lin Wen’s family back in China. After arriving in San Francisco, Lin 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.”

Lin 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, Lin 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** or things I am counted on to do for our family 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." *Why did Lin Wen's father want his son to work at the grocery rather than the laundry?*

Lin Wen's father said, "Lin 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. That is also one of your responsibilities. 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 enough 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."



**Show Image 5A-9: Lin Wen talking to customer**

Remembering this moment, Lin Wen smiled as he was selling spices to a customer. She noticed Lin 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," Lin Wen answered. And he smiled as he handed back her change.

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** From where did the characters in today's Read-Aloud emigrate? (*China*)
  - **Literal.** What immigration center did they come through on the West Coast? (*Angel Island*)
2. **Literal.** What pull factors brought Lin Wen and his father to the United States? (*Rumors of "Gold Mountain" and other opportunities brought the Lins and other Chinese immigrants to the United States.*)
3. **Inferential.** What kinds of jobs did many Chinese immigrants have? (*dangerous and difficult jobs; jobs in woolen mills, laundries; building railroads; etc.*)
4. **Inferential.** The author tells us that Chinese immigrants sometimes experienced hostility from other Americans. What are some of the reasons the author gives for this? (*They had different traditions and customs; they were not from their own homelands; some felt they would take their jobs.*)
5. **Evaluative.** 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.*)
6. **Evaluative.** 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.*)



### Check for Understanding

**Use Evidence:** 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 but students should use evidence from the Read-Aloud as support for the answer.*)



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### Reading

#### Exchanging Information and Ideas

##### Beginning

Reframe questions as simple yes/no questions (e.g., "Was the rumor of 'Gold Mountain' a pull factor for Chinese immigrants?").

##### Intermediate

Provide students with a specific sentence frame (e.g., "A pull factor for Chinese immigrants was...").

##### Advanced/Advanced High

Encourage students to use key details in complete sentences, e.g., "Rumors of 'Gold Mountain' was a pull factor for Chinese immigrants.").

**ELPS 4.G; ELPS 4.I**

## WORD WORK: EXHAUSTING (5 MIN.)

1. In the Read-Aloud you heard, “Other Chinese immigrants took jobs working long, exhausting hours in woolen mills, washing dishes in restaurant kitchens, or working in 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?

**Use an Antonyms activity for follow-up.** The opposite, or antonym, of *exhausting* is *refreshing*. Something that is exhausting makes you extremely tired. Something that is refreshing gives you energy and makes you feel less tired. I am going to name a situation. If it is something that you would find exhausting, say, “That would be exhausting because . . .” If it describes something that you would find refreshing, say, “That would be refreshing because . . .” (*Answers may vary for all.*)

- jumping into a pool on a hot summer day
- spending the day helping to clean the house
- reading a book
- carrying a heavy load
- swinging in a hammock
- drinking a glass of lemonade
- playing a game of soccer

## Lesson 5: Gold Mountain

# Application



**Language:** Students will explain the meaning of the saying “turn over a new leaf.”

**TEKS 2.10.D**

**Reading:** Students will record information about Chinese immigration.

**TEKS 2.6.G; TEKS 2.7.B**

### SAYINGS AND PHRASES: “TURN OVER A NEW LEAF” (5 MIN.)

- 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.”
- Tell students the saying “turn over a new leaf” means to make a fresh start. This saying can also mean to make an important change in the way you act.
- Have the students repeat the saying.
- Ask students if they can think of any situations when they might use this saying. 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 their examples with the class.

### E PLURIBUS UNUM PUZZLE (15 MIN.)

- Ask students the meaning of the phrase *e pluribus unum*. (“out of many, one”)
- Remind students that this 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 write on another puzzle piece to help them remember some of the important things they learned about immigration to the United States.
- On Activity Page 5.1, have students write one to three sentences describing Chinese immigration. Tell students they may focus on why Chinese people immigrated to the United States, or they may focus on their lives once they got to the United States. Encourage students to use details from today’s Read-Aloud.

## Support

Help 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 Lin Wen and his father do to earn a living?

## Activity Page 5.1



## Challenge

Challenge students to include the saying *turn over a new leaf* in their writing about Chinese immigration.

**TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.



## Writing

### Writing

#### Beginning

Have students dictate a summary using familiar vocabulary to a teacher to be recorded.

#### Intermediate

Have students dictate a summary using familiar vocabulary to a peer to be recorded.

#### Advanced/Advanced High

Have students write a summary using familiar vocabulary independently.

**ELPS 4.I; ELPS 5.G**



## Check for Understanding

**Circulate and Ask:** Circulate and guide students as they write about Chinese immigrants in the United States.

- If students have additional time, they may illustrate the puzzle piece as well.
- Remind students that after all of their puzzle pieces are complete, they will cut them out and put them together to see the complete image.
- Collect Activity Page 5.1 to check that they understand the content from today's Read-Aloud.

End Lesson

## JOURNEYS TO AMERICA: LAND OF OPPORTUNITY

# A Land of Opportunity

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will explain why the United States was known as the “land of opportunity.”

 **TEKS 2.1.A; TEKS 2.6.C**

### Reading

Students will explain why some immigrants settled in the Midwest and what life was like for them.

 **TEKS 2.1.A; TEKS 2.6.C; TEKS 2.6.G**

### Language

Students will demonstrate an understanding of the Tier 2 word *supported*.

 **TEKS 2.7.F**

Students will participate in a discussion to arrive at an understanding of the multiple meaning word *land*. **TEKS 2.1.C; TEKS 2.3.A**



### Reading

Students will record information about immigration to the Midwest.

 **TEKS 2.6.G; TEKS 2.7.B**

## FORMATIVE ASSESSMENT

### Activity Page 6.1

**E Pluribus Unum Puzzle** Students will record information about immigration to the Midwest.

 **TEKS 2.6.G; TEKS 2.7.B**



### Writing Studio

If you are using Writing Studio, you may begin Unit 6 Lesson 1 after completing this Knowledge lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connections to this domain.



## LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> world map <input type="checkbox"/> Venn Diagram (Digital Components)
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> world map <input type="checkbox"/> Flip Book: 6A-1–6A-7 <input type="checkbox"/> Venn Diagram (Digital Components)
“A Land of Opportunity”			
Comprehension Questions			
Word Work: <i>Supported</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Multiple Meaning Word: <i>Land</i>	Independent	20 min.	<input type="checkbox"/> Poster 3M: Land (Flip Book) <input type="checkbox"/> Activity Page 6.1
E Pluribus Unum Puzzle			

## ADVANCE PREPARATION

### Universal Access

- Plan to draw the Anderssons’ journey on a world map.
- Find images of homesteads and farmland in the Midwest to show students.
- Create a Venn diagram on a large piece of chart paper to help students compare and contrast immigrant life in the city and the countryside. Alternatively, a digital version may be accessed in the digital components for this domain.



**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.1.C** Share information and ideas on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

## CORE VOCABULARY

**homestead, n.** a house and its surrounding buildings and land, often in the country

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

Variation(s): homesteads

**legally, adv.** allowed by law

Example: When Maya's sister turned sixteen, she was legally allowed to drive.

Variation(s): none

**officially, adv.** approved of by someone in charge

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

Variation(s): none

**supported, v.** helped or encouraged

Example: Tony's older sister always came to his soccer games and supported him.

Variation(s): support, supports, supporting

**Vocabulary Chart for "A Land of Opportunity"**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	homestead	legally ( <i>legalmente</i> ) officially ( <i>oficialmente</i> ) supported	
Multiple Meaning			
Sayings and Phrases	make a new life ended up pitching in		

## Lesson 6: A Land of Opportunity



# Introducing the Read-Aloud

**Speaking and Listening:** Students will explain why the United States was known as the “land of opportunity.”



**TEKS 2.1.A; TEKS 2.6.C**

## Support

You may wish to have students compare and contrast immigrant life in the city and the countryside using a Venn diagram. During this portion of the lesson, have students contribute to fill in the “city” side of the diagram.

### WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Read the title of today’s Read-Aloud, “A Land of Opportunity” to students. Remind students they have heard this phrase before by rereading selections from previous Read-Alouds.

From “Charles Steinmetz Comes to America”:

*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 have a good job and life for himself. That is why they call the United States the ‘land of opportunity.’” Like many other immigrants, the move to America gave Charles a new chance to achieve something.*

From “From Ireland to New York City”:

*Sean smiled. “Fiona and I are very lucky now to 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 Connollys 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 as hard as the changes sometimes are, coming to America was a good idea.”*



**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;  
**TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.



### Check for Understanding

**Turn and Talk:** Why is America known as the “land of opportunity?”



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### Language

#### Evaluating Language Choices

##### Beginning

With substantial prompting, ask students to describe the meaning of the phrase *land of opportunity*.

##### Intermediate

With moderate prompting, ask students to describe the meaning of the phrase *land of opportunity*.

##### Advanced/Advanced High

With some prompting, ask students to describe the meaning of the phrase *land of opportunity*.

**ELPS 1.H; ELPS 2.C**

### Challenge

Encourage students to explore large immigrant populations in your local town, city, or state. Ask them to consider why these people wanted to settle here: what were the push and/or pull factors?

### WHERE ARE WE? (5 MIN.)

- On a U.S. map, show students the area that makes up the Midwest of the United States.
- Then show students the area of Northern Europe (Germany, Norway, Sweden, and Denmark) on a world map.
- Tell students that today's Read-Aloud is about two immigrants from Northern Europe who moved to the countryside in the Midwest. Tell students that they moved to a farm in the state of Wisconsin. Tell students that other immigrants moved to nearby states, including Minnesota.
- Help students locate Wisconsin and Minnesota on a U.S. map.
- Ask students to predict how living in the countryside as an immigrant might be different from living in the city.

## Lesson 6: A Land of Opportunity

# Read-Aloud



### Support

You may wish to have students compare and contrast immigrant life in the city and the countryside using a Venn diagram. Have students add information to the “countryside” side of the diagram during the Read-Aloud. Then have them compare and contrast immigrant life.

### Support

*Land* means an area of ground. Lars will turn this land into farmland. *Land* can also mean to come down out of the air, as an airplane or a bird does.

**Reading:** Students will explain why some immigrants settled in the Midwest and what life was like for them.

✚ **TEKS 2.1.A; TEKS 2.6.C; TEKS 2.6.G**

**Language:** Students will demonstrate an understanding of the Tier 2 word *supported*.

✚ **TEKS 2.7.F**

### PURPOSE FOR LISTENING

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

### “A LAND OF OPPORTUNITY” (15 MIN.)



#### 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. 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.” *Is Lars referring to the actual land made of dirt? Or, is Lars referring to the land of opportunity? (Lars is referring to the actual land.)*

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.”

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate.



### Show Image 6A-2: Poor European farmers

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. [Ask a volunteer to point to

the countries mentioned on a world map.] 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. How do you think you might feel if you had to be friends with the king in order to own land? Friends of the Anderssons who had already settled in Wisconsin and nearby 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

Who is this U.S. president? During the American Civil War, in 1862, the American government under President Lincoln gave huge amounts of government-controlled land to homesteaders. A **homestead** is land someone settles on to live and farm. So what is a homesteader? (a person who builds a

homestead) 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. 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? 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 own the land **legally** or according to the law.

### Support

Over the course of the Read-Aloud, use a world map to trace the Anderssons' journey from Sweden to the East Coast (presumably through Ellis Island) to Wisconsin..

### Challenge

How do you think a knowledge of farming and a sense of working together might help immigrants from Northern Europe succeed in the United States?

Many different people could become homesteaders. For example, 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 to own land and make a new life. Millions of people from across the United States and immigrants from many other nations came to the Midwest to lend their farming skills and worked hard to build up 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 children, 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.

*Many people had to sell everything they owned in order to afford to immigrate to the United States. [Ask a volunteer to point to Wisconsin on a U.S. map.] What immigration center do you think they went through?*

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 to loosen the soil and get the land ready to plant. 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 ready**

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 theirs—**officially** approved by those in charge. 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. *Remember, this story takes place in the late 1800s before there were bathtubs and showers like we have today.* 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 passed each neighboring farm, the neighbors waved and called out, “Congratulations, Karin!” or “We’re proud of you, Lars!” *How do you think the Anderssons felt?* Karin and Lars waved back and smiled—they were grateful their neighbors **supported** them.



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

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



## Challenge

What does it mean to be an “official landowner”?

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## Speaking and Listening

### Offering Opinions

#### Beginning

Provide students with opinions with which to agree or disagree (e.g., “I think it is a good title because they owned their own land.”).

#### Intermediate

Provide students with a sentence frame (e.g., “I think it is a good title because. . .”).

#### Advanced/Advanced High

Provide minimal support and guidance for open responses.

**ELPS 3.G**

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.

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Evaluative.** 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. **Literal.** From where did Lars and Karin emigrate or leave? (*Sweden, in Northern Europe*)
3. **Literal.** What pull factor brought Lars and Karin and other immigrants from Northern Europe to the American Midwest? (*the opportunity to own their own land for farming*)
  - **Inferential.** 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 farm in a big city in the United States.*)
4. **Evaluative.** Did this story take place long ago or is it a modern story? (*long ago*) How do you know? (*traveled in a wagon, bathed in a metal tub, etc.*)



## Check for Understanding

**Think-Pair-Share:** Is “A Land of Opportunity” a good title for this Read-Aloud? Why or why not? (*Answers may vary but students should be sure to support their opinions with evidence from the text. Students should describe the opportunities Lars and Karin found in the Midwest, such as owning and farming their own land.*)

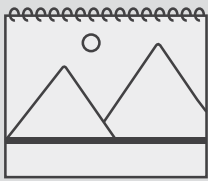
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**WORD WORK: SUPPORTED (5 MIN.)**

1. In the Read-Aloud you heard, “Karin and Lars waved back and smiled—they were grateful their neighbors supported them.”
2. Say the word *supported* with me.
3. *Supported* means helped or encouraged.
4. Betty and her whole family went to the theater and supported 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?

**Use a Discussing activity for follow-up.** Another way to say you support something or someone is to say you “give them support.” Turn to your partner and tell him/her about a time you gave support to someone. Have you ever done or said something to support someone else? You might say, “I gave support to . . . when . . .”. [Call on a few partners to share.]

## Poster 3M



## Challenge

Even though *land* can mean three different things, how are all of these meanings related? (*They all have something to do with the earth/ground.*)

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## Language

### Analyzing Language

#### Beginning

Ask questions that students can answer by pointing to the correct image on Poster 3M (e.g., “Which image shows *land* as an area of ground?”).

#### Intermediate

Ask students to provide examples of items related to each meaning of *land* (e.g., “What is something that flies and then lands on the ground?”).

#### Advanced/Advanced High

Have students use each meaning correctly in context.

**ELPS 2.E; ELPS 3.J**

## Lesson 6: A Land of Opportunity

# Application



**Language:** Students will participate in a discussion to arrive at an understanding of the multiple meaning word *land*.



**TEKS 2.1.C; TEKS 2.3.A**

**Reading:** Students will record information about immigration to the Midwest.



**TEKS 2.6.G; TEKS 2.7.B**

### MULTIPLE MEANING WORD: LAND (5 MIN.)

#### Show Poster 3M (Land)

- Using the poster, help students identify the three meanings of the word *land*.
- Tell students to refer to the numbers in their answers or to walk up to the poster and point to the picture of meaning you are describing.
  - In the Read-Aloud you heard Lars tell his wife, “This is fine land . . . here we will grow wheat and corn. Over there we can raise dairy cows for milk and butter.” Here *land* means an area of ground. Which picture of *land* matches the way Lars uses it in his conversation with his wife? (1)
  - *Land* can also mean other things, like a country or a nation. Which picture matches this description of *land*? (2)
  - In addition, *land* can mean to come down out of the air. For example, when a plane is about to land on a runway, it lowers its landing gear. Which picture matches this description of *land*? (3)
- Have students work with a partner to create their own sentences using the word *land*.
  - Now with your neighbor, quiz each other on the different meanings of the word. Think of an example of one of the uses of the word *land*. Remember to be as descriptive as possible and use complete sentences. For example, you could say, “It was interesting to watch the duck fly in and land on the water.” And your neighbor should respond, “That’s ‘3.’” **TEKS 2.1.C**
- Review the meaning of *land* in the phrase *land of opportunity*.
  - In this Read-Aloud and throughout the domain, you have heard the phrase *land of opportunity*. Which definition do you think matches the way *land* is used in this phrase? In what ways is it like definition ‘1’? In what ways is it like definition ‘2’?



**TEKS 2.1.C** Share information and ideas on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

## E PLURIBUS UNUM PUZZLE (15 MIN.)

- Ask students the meaning of the phrase *e pluribus unum*. (“out of many, one”)
- Remind students that this 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 write on another puzzle piece to help them remember some of the important things they learned about immigration to the United States.
- On Activity Page 6.1, have students write one to three sentences describing immigration. Tell students they may focus on why European people immigrated to the Midwest or they may focus on their lives once they got to the Midwest. Encourage students to use details from today’s Read-Aloud.



### Check for Understanding

**Circulate and Ask:** Circulate and guide students as they write about Northern European immigrants to the American Midwest.

- If students have additional time, they may illustrate the puzzle piece as well.
- Remind students that after all of their puzzle pieces are complete, they will cut them out and put them together to see the complete image.
- Collect Activity Page 6.1 to check that they understand the content from today’s Read-Aloud.

End Lesson

## Support

Help students recall important details from the Read-Aloud. You may prompt discussion with the following questions:

What country were Lars and Karin from?

What push and pull factors brought the Anderssons to the United States?

What contributions did immigrants in the Midwest make to the United States?

What did it mean to be a homesteader?

## Activity Page 6.1



## Challenge

Challenge students to include two meanings of the word *land* in their writing.

# Pausing Point

## NOTE TO TEACHER

You should pause here and spend three days reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Assessment to assess students' knowledge of immigration to the United States. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from a particular activity.

## CORE CONTENT OBJECTIVES UP TO THIS PAUSING POINT

Students will:

- 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

## MID-DOMAIN ASSESSMENT

### Push and Pull Factors

- Have students take out Activity Page PP.1. Have them cut out the factor strips on the Activity Page. Then have students take out Activity Pages PP.2 and PP.3. As you read each factor strip, have students decide whether it is a push factor or a pull factor and glue or tape the strip under the correct heading.

### Map Work

- Have students take out Activity Page PP.4. As you read the place names in the word bank, ask students to write the correct place name on the line.

Activity Pages  
PP.1–PP.4



## ACTIVITIES

### Image Review

- Show the Flip Book images from any Read-Aloud again, and have students retell the Read-Aloud using the images.

### Image Card Review

- Using Image Cards 1–8, divide students into 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: Where is the place shown in the image? What are the people in this image doing? Are the people in these images immigrants? How do you know? Then, in their groups, have students share anything they learned in the Read-Alouds 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 United States?
  - 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 a trade book to review a particular concept or event.

### Key Vocabulary Brainstorming

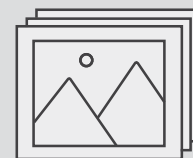
#### Materials: Chart paper, chalkboard, or whiteboard

- 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

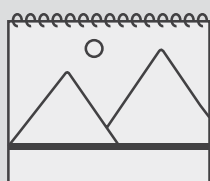
- Explain to the students that they are going to retell the story of Charles Steinmetz, first individually, and then together as a class. Tell students that they are going to retell Charles's story using Activity Page PP.5, a Somebody

### Image Cards 1–8



### Activity Page PP.5





Wanted But So Then Activity Page. Students who participated in the program in Kindergarten and Grade 1 should be very familiar with this chart and will have seen their Kindergarten and Grade 1 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 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-1–2A-8. As students retell the Read-Aloud, make sure to use complete sentences and domain-related vocabulary to expand upon their responses.
- For your reference, completed charts should be similar to this example:

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

### Riddles for Core Content

- Ask 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 United States 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 United States 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 and other issues, but ended up being a great help in bringing electricity to more people. Who am I? (*Charles Steinmetz*)
- I am an immigrant who came to the United States 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*)
- I am a phrase that describes the many reasons people left their home countries. What am I? (*push factors*)
- I am a part of the United States that has a lot of open land. Homesteaders built their homes and farmed here. What am I? (*the Midwest; Wisconsin; Minnesota*)
- I am the traditional ways of doing things, and include foods, decorations, and celebrations from one’s homeland. What am I? (*customs*)

### Venn Diagram

- Tell students that they are going to use a Venn diagram to compare and contrast some of the things they have learned thus far about immigration. Remind them that to compare is to tell how people or objects are similar, and to contrast is to tell how people or objects are different.
- Write the following list on a piece of chart paper, a chalkboard, or a whiteboard. Have students choose something from the list to compare and contrast.
  - the lives of new immigrants in New York City and in the Midwest
  - Ellis Island and Angel Island
  - the Chinese immigrants and the Irish immigrants
  - push factors and pull factors

**Note:** You may wish to have students draw a picture to accompany their diagram. For assessment, students should complete Activity Page PP.6 individually; however, you may wish to have students complete it in groups or as a class.

Activity Page PP.6





## 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 them 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.

## Machina: Out of Many, One

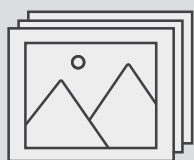
- To reinforce the Latin phrase *e pluribus unum* (“out of many, one”) tell students that they are going to create a fictional machine, which we will call a *machina*, the Latin word for *machine*. Tell students that they are going to be the parts of this machine. Have students decide what the machine 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.

## Research Activity: Ellis Island and Angel Island

### Materials: Image Cards 7 and 8

- 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. Both 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.
- Make sure to reinforce domain-specific vocabulary whenever possible as students conduct their research.

Image Cards 7, 8



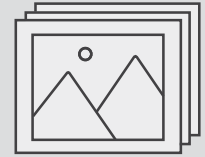
## Research Activity: The Statue of Liberty

- Remind students that they have heard a lot about the Statue of Liberty and what a hopeful sight it was for the many immigrants who passed through Ellis Island. Show students Image Card 1 and Flip Book Images 1A-7, 2A-1, and 2A-4, where the Statue of Liberty appears. If students are interested, have them research some facts about the history of the Statue of Liberty. As a starting point, you may wish to look for nonfiction books about the Statue of Liberty. We suggest *Emma's Poem: The Voice of the Statue of Liberty*, by Linda Glasner.
- 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. Make sure to reinforce domain concepts and domain-specific vocabulary throughout this activity.

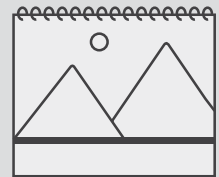
## Writing Prompts

- Students may be given an additional writing prompt such as the following:
  - People immigrate to the United States because . . .
  - The day I landed at Ellis Island . . .
  - The day that I first saw the Statue of Liberty . . .

Image Card 1



Flip Book  
1A-7, 2A-1, 2A-4



## 7

## JOURNEYS TO AMERICA: LAND OF OPPORTUNITY

## A Mosaic of Immigrants

## PRIMARY FOCUS OF LESSON

## Speaking and Listening

Students will review what they have learned about immigration in the 1880s–1920s.

 **TEKS 2.1.A; TEKS 2.1.C**

## Reading

Students will explain how the United States is a mosaic of immigrants.

 **TEKS 2.1.A; TEKS 2.6.A; TEKS 2.9.D.i; TEKS 2.9.D.ii**

## Language

Students will demonstrate an understanding of the Tier 3 word *settlers*.

 **TEKS 2.7.F**

## Writing

Students will plan a letter describing life as a new immigrant in the United States.


 **TEKS 2.11.A; TEKS 2.12.C**

## FORMATIVE ASSESSMENT

## Activity Page 7.1

**Plan a Letter** Students will plan a letter describing life as a new immigrant in the United States.

 **TEKS 2.12.C**

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.9.D** Recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance, (ii) features and graphics to locate and gain information; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing or brainstorming; **TEKS 2.12.C** Compose correspondence such as thank you notes or letters.

## LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	❑ Image Card 9
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ U.S. map ❑ Flip Book: 7A-1–7A-12
“A Mosaic of Immigrants”			
Comprehension Questions			
Word Work: <i>Settlers</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Postmarked from America: Plan a Letter	Independent	20 min.	❑ Activity Page 7.1

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- If possible, bring in a mosaic to show students.

### Universal Access

- In collaboration with your art teacher, or during free time, have students create a mosaic out of small pieces of paper or other objects. Remind students of how the United States is like a mosaic of people.

## CORE VOCABULARY

**descendants, n.** people who are related to earlier ancestors

Example: When Marco's grandfather moved to the United States as a young boy, he knew his descendants would be American citizens.

Variation(s): descendant

**famine, n.** a great shortage of food

Example: The lack of water over many years produced a famine in the country.

Variation(s): famines

**mosaic, n.** a picture made up of many small pieces put together

Example: Leandra made a mosaic showing a flower by gluing pieces of purple, white, and green tile together.

Variation(s): mosaics

**settlers, n.** people who make their homes in a new place

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

Variation(s): settler

**Vocabulary Chart for "A Mosaic of Immigrants"**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	descendants ( <i>descendientes</i> ) famine settlers	mosaic ( <i>mosaico</i> )	
Multiple Meaning			
Sayings and Phrases	reach back . . . in history		

## Lesson 7: A Mosaic of Immigrants

## Introducing the Read-Aloud



**Speaking and Listening:** Students will review what they have learned about immigration in the 1880s–1920s.

 **TEKS 2.1.A; TEKS 2.1.C**

### WHAT HAVE WE ALREADY LEARNED? (5 MIN.)


- 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 the following questions to review what they learned.
  - Why did Lars and Karin, the characters from the previous Read-Aloud, immigrate to the United States? How were they able to have farmland in the Midwest upon their arrival?



### Check for Understanding

**Group Discussion:** Ask students the following questions to review what they have learned so far in this domain.

- Why do people emigrate from their home countries? (*push factors such as being unable to speak freely; not having the freedom to practice one's religion; not enough food or jobs; not being able to own land; etc.*)
- What are some pull factors that cause people to immigrate to the United States? (*freedom of speech and religion; more jobs and land available; possibility of living a good life; etc.*)
- 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. (*Ellis Island in New York Harbor; Angel Island in San Francisco Bay*)
- What statue welcomed immigrants to the United States on the East Coast in New York Harbor? (*the Statue of Liberty*)

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;  
**TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Speaking and Listening

#### Listening Actively

#### Beginning

Refer to the Flip Book and ask students questions to help them recall general details from the previous Read-Alouds.

#### Intermediate

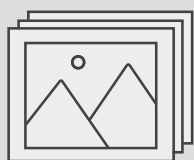
Ask students questions to help them recall more specific details from the previous Read-Alouds.

#### Advanced/Advanced High

Encourage students to recall details from the previous Read-Alouds with minimal prompting or support.

**ELPS 2.I; ELPS 3.J**

### Image Card 9



### Challenge

Explain to students that a metaphor is a comparison between two things that are actually different, which helps you understand them better. For example, you might say, “That girl is a star!” The girl is not actually a star, but she is bright and important like a star. Ask students how a mosaic might be a metaphor for immigration.

### Support

Bring in and show students a mosaic, pointing out the different tile pieces that make up a shape, image, or design.

- Why did Sean and Fiona’s family immigrate to the United States? (*There wasn’t enough food due to the potato blight.*) Why did Lin Wen and his father immigrate to the United States? (*They hoped to make enough money to live a better life.*)
- Why is *e pluribus unum* an appropriate motto for the United States? (*From many immigrants, one nation is formed.*)
- Why has the United States been called the “land of opportunity”? (*There are many opportunities for jobs, owning land, and having a good life.*)
- Tell students not to worry if they cannot remember everything because today’s Read-Aloud and the next Read-Aloud will help to review the important information they have heard so far.

### ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Ask students to name some of the people they have heard about in this domain who are immigrants. (*Charles Steinmetz from Germany; Marie and her family from Italy; Sean and Fiona Murphy, their parents, Aunt Cathleen, and Uncle Brendan from Ireland; Lin Wen and his father from China; Lars and Karin Andersson from Sweden*)
- Ask students which people were real-life immigrants. (*Charles Steinmetz*) Tell students the other immigrants they have heard about are fictional—made-up characters that are like many real immigrants who came to America long ago as well as more recently.

### Show students Image Card 9 (Mosaic)

- Ask students if they know what a mosaic is. Tell students that a mosaic is a decorative design made from many small tiles, stones, or other objects placed together to form a pattern or a picture. Show students how this image of a bird is formed from tiny pieces of different colors of tile. Each individual piece has its own characteristics—together the pieces form a mosaic that is interesting and beautiful.
- Ask students to think about how the many immigrants of the United States are like the pieces of a mosaic. Ask two or three students to share their ideas.

## Lesson 7: A Mosaic of Immigrants

# Read-Aloud



**Reading:** Students will explain how the United States is a mosaic of immigrants.

✚ **TEKS 2.1.A; TEKS 2.6.A; TEKS 2.9.D.i; TEKS 2.9.D.ii**

**Language:** Students will demonstrate an understanding of the Tier 3 word *settlers*.

✚ **TEKS 2.7.F**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to see what else they can learn about immigration and to listen to find out how immigration today is similar to and different from immigration in the 1880s–1920s.

### “A MOSAIC OF IMMIGRANTS” (15 MIN.)



#### Show Image 7A-1: The many faces of immigrant ancestors

The United States is a nation of immigrants. Many of the people who live in the United States today left their homelands in other countries to come to America. Those who are not immigrants themselves can probably point to ancestors who came to the United States

as immigrants in earlier times. Some can point to a mother or father who immigrated to the United States. They might have a grandparent or great-grandparent who came to the United States as an immigrant. Others have to reach back a little farther in their family's history.



#### Show Image 7A-2: Native Americans today

The people who have lived in North America the longest are the Native Americans. Their ancestors are the first known people to live in what is now called the United States. They made their way from Asia into North America thousands of years ago. The Native Americans spread out across North and South America.

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.9.D** Recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance, (ii) features and graphics to locate and gain information; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate.



Today many Native American **descendants** live all across the United States. *Descendants are people who are born after, or much later than, their ancestors. Ancestors are the relatives who came before, or long ago.*



### Show Image 7A-3: Early European immigrants

For many years the people of Europe did not know that the Americas existed. Europe and the Americas were two separate worlds. The voyages of Christopher Columbus in 1492 changed that. After these voyages, Europeans began to settle in the Native American lands of North and South America.

The earliest immigrants came from a handful of countries in Northern Europe. Many came from England and Scotland. But there were **settlers** from other countries as well. Some came from France and Spain. Others came from Germany and the Netherlands. They settled down and made their homes in this new land called America. Many of the early settlers who fought in the Revolutionary War *in which America fought for its independence from England* could point to ancestors from one of these six countries. *What is the central idea represented by the map in this image?*

Later, immigrants began to come to the United States from other countries in Europe. And, later still, they began to arrive from many other parts of the world.

Why do people become immigrants? Why do they leave the countries where they were born? And why have so many been drawn to the United States? Usually there is something that pushes immigrants out of their homelands. And usually there is something that pulls them to the United States. *What is the name for the reasons that immigrants leave their homeland and go to another country? (push and pull factors)*



### Show Image 7A-4: Pilgrims

The Pilgrims who came to New England in the 1600s felt both pushed out of their homeland and pulled to the United States (although it wasn't called the United States at the time). They were pushed to leave England because

the English king would not allow them to practice their religion in the way that seemed best to them. They were pulled to North America because they believed they would have religious freedom there.



### Show Image 7A-5: Scottish and Irish immigrants

The Scottish people who came to America in the late 1700s also felt push and pull factors. Many of them were pushed off the land they farmed by the landowners who wanted to use the land to raise sheep. They were pulled to the American colonies because in America they could get farmland of their own.

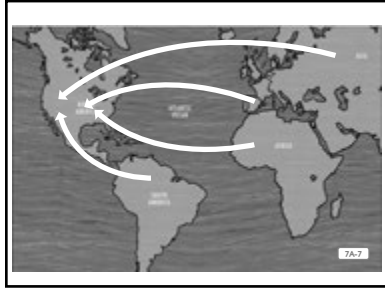
Many of the Irish who came to the United States in the 1840s and '50s came because of a **famine** or *great shortage of food* in Ireland. All across Ireland, potatoes went bad. They turned black and shriveled up. They were not good to eat, and many Irish starved. Many were pushed out of their homeland by the famine. The Irish heard there were farms and jobs in the United States. These stories helped pull them to the United States.



### Show Image 7A-6: Chinese immigrants

Many of the Chinese immigrants who came to the United States in the 1840s and '50s were pushed out of their homeland because they were poor. Some were pulled to the United States by the prospect, or possibility, of finding gold in the mountains of California. Others were drawn here by jobs building railroads.

Most of these immigrants saw America as a land of opportunity. It was a place where Separatists had the opportunity to practice their religion in their own way. It was a place where the Irish would have an opportunity to work on the railroads or work in their communities in other jobs. Many groups were able to own their own land and provide for their families. *What kinds of things do you think immigrants wanted to provide for their families?*

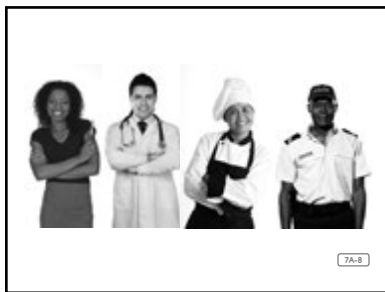


### Show Image 7A-7: Modern immigrants from all over the world

Today, immigrants continue to come to the United States from all over the world, from countries such as Mexico, China, India, the Philippines, the Dominican Republic, Ethiopia, and Russia. Over a million immigrants arrive each year from these and many other

countries. That is about three or four thousand people every day. This Read-Aloud will last about fifteen minutes. By the time it is finished, thirty or forty people will have immigrated to the United States. *What is the central idea represented by the map in this image?*

Today's immigrants no longer come into the United States through Ellis Island and Angel Island. Many immigrants today arrive by plane, though some come by boat, by car, or on foot.



### Show Image 7A-8: At work in our communities

Many people leave their homelands because they are not able to live and work in safe and healthy conditions. Some people must leave their countries because of problems in the government or the dangers of war. People all around the world continue to view the United

States as a land of opportunity. They see the United States as a place where people can make a new start in life—they can get an education, find jobs and medical care, and create a new home for themselves and their families. They can contribute their skills and hard work to the communities in which they live.

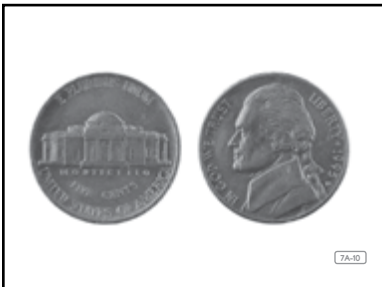
As in the past, new immigrants still face challenges, or difficulties, in their new country. *What challenges have you heard about in this domain that immigrants sometimes face?* Today's immigrants must still say good-bye to loved ones in their homelands and make new friends in the United States. It takes time to become familiar with new ways of living—the food, the language, the weather, and ways of getting around may be different. Sometimes immigrants can use help getting used to a new life.



### Show Image 7A-9: A celebration from another country

It is still common for immigrants to settle in cities. Many immigrants move to places where others from their homelands have settled and can help the newcomers find jobs and places to live. Here, they can continue to share familiar customs and traditions even as they

learn other ways of doing things in their new country. In this way, new and delicious foods are introduced. People can enjoy a variety of festivals and traditions from other countries. New forms of art and music become part of our communities. Workers bring new ideas and skills to their places of work. *Do you know any songs or foods that come from another country?*



### Show Image 7A-10: *E pluribus unum* on a nickel

This is a nickel. Do you see the words on top of the nickel? They say *e pluribus unum*. *[Ask students to repeat this phrase with you.]* That is a phrase from the Latin language. It means, “out of many, one.” One of the powerful ideas about the United States is that it is a country

where people from many different countries join together and form one nation. From many, one.

You can think of the United States as a **mosaic** of people from many different countries. The place where people come from is an important part of who they are. Each person brings interesting customs, new talents and ideas, and hard work to the mosaic. Like the tiles of a mosaic, each person contributes to making one nation. From many, one. *[Show Image Card 9 (Mosaic).] How is this mosaic like the phrase “from many, one”?*



### Show Image 7A-11: Postcards from the United States

There are many songs that celebrate the unity, or oneness, of the American people. One of them is “This Land Is Your Land,” by Woody Guthrie. You may know some of the words to this song:

### Challenge

Based on what you hear in the Read-Aloud, why is a mosaic a good metaphor for immigration to the United States?

## Support

Point to a map of the United States as you discuss “This Land is Your Land” so students get a sense of the unity the song describes. You may also wish to play a recording of the song for students.

*This land is your land, this land is my land.  
From California to the New York Island,  
From the Redwood Forest to the Gulf Stream waters,  
This land was made for you and me.*

California and the Redwood Forest are on the West Coast. New York and the Gulf Stream waters are on the East Coast. Most of America lies in between. Woody Guthrie was trying to say that the land belongs to all Americans. It is not just my country; it is also your country, wherever you may live in the United States, and also wherever your ancestors may have come from.



### Show Image 7A-12: Mosaic of modern immigrants

From the earliest Native Americans and those ancestors who came long ago from other continents such as Europe, Africa, and Asia through history until today, people have come to the land that is now the United States for many reasons. Many people who live in

the United States today are immigrants themselves. Others have parents or grandparents who were immigrants. Still others have ancestors whom they never knew who immigrated to America long ago. More than almost anywhere else on Planet Earth, the United States is a nation of immigrants and their descendants—a beautiful mosaic of people who have come to America from all over the world. *How is this image a mosaic?*

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Evaluative.** Did you hear any new information about immigration in today's Read-Aloud? (*Answers may vary.*)
2. **Literal.** Who were the first known people to live in America? (*Native Americans*)
3. **Inferential.** What were some of the push factors that caused the earliest European and Asian immigrants to come to the Americas? (*not enough food or jobs; lack of religious freedom; not able to own land*)
4. **Inferential.** What are some of the difficulties that immigrants face when coming to a new country? (*learning a new language; finding jobs and homes; making friends; learning the laws and customs*)

### Show Image 7A-12: Mosaic of modern immigrants



#### Check for Understanding

**Think-Pair-Share:** What does it mean when people say that the United States is a “mosaic of immigrants”? (*Answers may vary, but should demonstrate an understanding of the following: People from many different countries come to the United States and bring their own customs, skills, and traditions. New citizens learn new ways as they become part of a new nation, but the old ways add to the beauty of the nation as a whole.*)



ENGLISH  
LANGUAGE  
LEARNERS

#### Language

#### Evaluating Language Choices

##### Beginning

With prompting and substantial support, describe the meaning of *mosaic* as it applies to immigration.

##### Intermediate

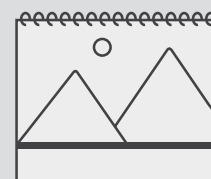
With prompting and moderate support, describe the meaning of *mosaic* as it applies to immigration.

##### Advanced/Advanced High

With some support, describe the meaning of *mosaic* as it applies to immigration.

**ELPS 1.E; ELPS 2.C**

#### Flip Book 7A-12



### WORD WORK: SETTLERS (5 MIN.)

1. In the Read-Aloud you heard, “. . . there were settlers from other countries as well.”
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*? (*noun*)
  - How do we know it is a noun? (*Settlers are people.*)

**Use an Acting activity for follow-up.** Think about the settlers (real or fictional) that you have heard about in this domain. Act out something about one of the settlers for your classmates. See if you can guess which settler your classmate is portraying. When you think you know the answer, be sure to use the word *settler* when you share.

## Lesson 7: A Mosaic of Immigrants

# Application



**Writing:** Students will plan a letter describing life as a new immigrant in the United States.



**TEKS 2.11.A; TEKS 2.12.C**

### POSTMARKED FROM AMERICA: PLAN A LETTER

- 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.
- 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 the United States and will tell people in their homeland what life is like in the United States.
- Share with students that a postmark is a standard mark made by a rubber stamp or machine on the envelope of a letter that says from where and when the letter was mailed.
- Tell students that before they begin to write, they must do the first step in the writing process. Ask students what this is. (*plan*)
- Give students Activity Page 7.1 to help them plan, or brainstorm, some things they might say in the letter. Read the different labels on Activity Page 7.1 aloud to students. Tell students to first think about the city/neighborhood where they might live (e.g., New York). Then, tell students to think about the work they might do (e.g., work in a restaurant or grocery).
- Once students have chosen those two things, encourage students to write descriptively about the sights they might see, and the feelings they might have as new immigrants based on their city and job.

### Activity Page 7.1



### Support

You may wish to complete the planning phase with a small group of students, eliciting responses and recording them on a piece of chart paper, whiteboard, or chalkboard.

### Challenge

Have students help their peers who need support by writing their plans as they are dictated.



**TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing or brainstorming; **TEKS 2.12.C** Compose correspondence such as thank you notes or letters.





## Writing

### Writing

#### Beginning

Have students dictate their plans using familiar vocabulary to a teacher to be recorded.

#### Intermediate

Have students dictate their plans using familiar vocabulary to a peer to be recorded.

#### Advanced/Advanced High

Have students write their plan independently, using familiar vocabulary.

**ELPS 5.G**



## Check for Understanding

**Circulate and Ask:** As students complete Activity Page 7.1, circulate and ask them to tell you the city and job they chose and to describe to you the sights and feelings they are writing about. Rephrase students' responses and suggestions whenever necessary to include domain vocabulary learned thus far.

- Tell students they will use their brainstorming charts to draft a letter in the next lesson.

End Lesson

## JOURNEYS TO AMERICA: LAND OF OPPORTUNITY

## Becoming a Citizen

## PRIMARY FOCUS OF LESSON

## Speaking and Listening

Students will review what they have learned about immigration.

 **TEKS 2.1.A**

## Reading

Students will make connections between the text and society, explaining what a citizen is and describing how someone becomes a naturalized citizen of the United States of America.

 **TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.E; TEKS 2.6.G**

## Language

Students will demonstrate an understanding of the phrase *naturalized citizen*.

 **TEKS 2.7.F**

## Writing

Students will draft a letter describing life as a new immigrant in the United States.


 **TEKS 2.11.B.i; TEKS 2.11.B.ii; TEKS 2.12.C**

## FORMATIVE ASSESSMENT

## Activity Page 8.1

**Draft a Letter** Students will draft a letter describing life as a new immigrant in the United States.

 **TEKS 2.11.B.i; TEKS 2.11.B.ii; TEKS 2.12.C**

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.11.B** Develop drafts into a focused piece of writing by (i) organizing with structure, (ii) developing an idea with specific and relevant details; **TEKS 2.12.C** Compose correspondence such as thank you notes or letters.

## LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> world map or globe <input type="checkbox"/> Flip Book: 8A-1–8A-10
“Becoming a Citizen”			
Comprehension Questions			
Word Work: <i>Naturalized Citizen</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Postmarked from America: Draft a Letter	Independent	20 min.	<input type="checkbox"/> Activity Pages 7.1, 8.1 <input type="checkbox"/> envelopes <input type="checkbox"/> box for mailbox
Take Home Materials			
Family Letter			<input type="checkbox"/> Activity Page 8.2

## ADVANCE PREPARATION

### Application

- Create a mailbox out of a cardboard box for students to pretend to mail their letters.

### Note to Teacher

- Note that immigration and citizenship today may be a sensitive topic for some students. Be sure to review the content of today's lesson ahead of time and be sensitive to the citizenship status of your students and their family members.

### Universal Access

- Students will learn that a citizen of a country is a person who has rights that are protected by the government and who also has responsibilities to their country. Students will hear the words *rights* and *responsibilities* throughout this lesson. These words will be more clearly defined in Lessons 9 and 10. Provide examples that students can relate to when describing these words. For example, in the United States, citizens have the right, or freedom, to choose their religion. This right was what attracted the Pilgrims to come to North America from England. In the United States, citizens have the right or freedom to say or write about their opinions, even if those opinions are negative. This was a right Charles Steinmetz did not have in Germany, so he immigrated to the United States. In the United States, citizens also have responsibilities. For example, citizens have the responsibility, or duty and job, to obey the laws of the country.
- You may wish to show students a short video of a naturalization ceremony. Find and preview a video appropriate for students.
- Create an example of a letter "postmarked from the United States" by writing a letter and placing it in an addressed envelope. Students may reference this letter as an example when writing their own letters. You may wish to compose the letter on a copy of Activity Page 8.1.

## CORE VOCABULARY

**citizen, n.** a person who has rights given to them by a country's government and has responsibilities that go along with those rights

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

Variation(s): citizens

**naturalized citizen, n.** someone who immigrates to a new country and, after going through a process, becomes a citizen of that 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

**principles, n.** general beliefs or rules

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

Variation(s): principle

**rights, n.** freedoms belonging 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

**Vocabulary Chart for "Becoming a Citizen"**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	citizen naturalized citizen	principles ( <i>principios</i> )	
Multiple Meaning		rights	
Sayings and Phrases	take an oath		

## Lesson 8: Becoming a Citizen

# Introducing the Read-Aloud



**Speaking and Listening:** Students will review what they have learned about immigration.

 **TEKS 2.1.A**

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- 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 factors, that have pushed immigrants to leave their homelands? (*Answers may vary, but may include: lack of jobs; problems in the government; lack of freedom of speech and religion; etc.*)
  - What are some reasons, or pull factors, that have pulled immigrants to come to the United States? (*Answers may vary, but may include: freedom of speech and religion; better job opportunities; ability to own land; etc.*)
  - What was the immigration center through which many European immigrants passed? (*Ellis Island*) Where was it located? (*on the East Coast; New York Harbor*)
  - What was the immigration center through which many Asian immigrants passed? (*Angel Island*) Where was it located? (*on the West Coast; San Francisco Bay*)
  - Do immigrants still go through Ellis Island or Angel Island? (*no*) What are some ways immigrants today travel to get to their new country? (*boat, plane, car, foot*)
  - What are some things immigrants have to do in their new country to build a new life? (*Answers may vary, but may include: learn a new language; learn new customs and traditions; make new friends; find new jobs; etc.*)



**ENGLISH  
LANGUAGE  
LEARNERS**

## Reading

### Exchanging Information and Ideas

#### Beginning

Reframe questions as simple yes/no questions (e.g., “Was the opportunity to own land a pull factor for some immigrants?”).


#### Intermediate

Provide students with a specific sentence frame (e.g., “One pull factor that drew immigrants to the United States was. . .”).

**Advanced/Advanced High**  
Encourage students to use key details in complete sentences.

**ELPS 4.F; ELPS 4.I;**

**ELPS 4.J**

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

### Support

*Right* can also mean a direction (the opposite of left). Here, *right* means a freedom.

- Explain to students that immigrants are protected by the Constitution, “the law of the land,” as soon as they arrive in the United States. But, they 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.
- Explain the meaning of the word *rights* to students. Ask students if they know what rights are. Explain 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.

### Challenge

Name some of the rights you have as a United States citizen.



### Check for Understanding

**Give an Example:** Name one right you have in our classroom. *(Answers will vary but may include the right to speak when it is your turn, or the right to go to the bathroom, or the right to earn a sticker, etc.)*

## Lesson 8: Becoming a Citizen

# Read-Aloud



**Reading:** Students will make connections between the text and society, explaining what a citizen is and describing how someone becomes a naturalized citizen of the United States of America.

**TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.E; TEKS 2.6.G**

**Language:** Students will demonstrate an understanding of the phrase *naturalized citizen*.

**TEKS 2.7.F**

### 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 of the United States.

### “BECOMING A CITIZEN” (15 MIN.)



#### Show Image 8A-1: Fireworks

*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. Two hundred years later, people attended concerts and parades, and many fireworks lit up the night sky all across the United States.

**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate.





### Show Image 8A-2: Monticello

But for one group of people, a group of immigrants, the day was going to be even more special. In the morning, this group of people woke up and got dressed in their best clothes. They left their homes and traveled to the top of a very special hill not far from Charlottesville, Virginia. *[Point to central*

*Virginia on a U.S. map.]* 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\*tee\*chel\*oe]. That morning in 1976, the president of the United States at that time, Gerald Ford, would be there to help each immigrant become a **citizen** of the United States.



### Show Image 8A-3: Naturalization ceremony

A citizen is someone who has **rights** given to them by a country's government and responsibilities that go along with those rights. A person whose parents are U.S. citizens is automatically a U.S. citizen. But someone who is born in another country 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**. *When someone born in another country is naturalized, that means they are given full citizenship and have all of the rights that other citizens in that country have.* To become a naturalized citizen, a person might do certain things, such as live within the new country for a certain period of time, learn to speak the language spoken in that country, and learn about the laws and history of the new country. Often, naturalized citizens must take a test in their 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 *or different from what normally happened.*



#### Show Image 8A-4: Jahleel and Layla

That day, husband and wife Jahleel [ja\*leel] and Layla [lae\*lə] were ready to become American citizens. They had come to the United States from Central Africa six years earlier. *[Point to Central Africa on a world map or globe.]* They left because of troubles in their home country and arrived in the United States with very little

money. 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 good life.”



#### Show Image 8A-5: Jahleel, Layla, and Nia

Now, six years after they immigrated, Jahleel was the manager of the pizza restaurant, and he and Layla had a newborn daughter, Nia [nee\*ə]. On the fifth of July, the three of them drove toward Jefferson’s hill and Monticello for the naturalization ceremony. *What happens at a naturalization ceremony?*

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



#### Show Image 8A-6: Pilar and Enrique

As Jahleel made the turn, another car followed. In the other car were Enrique [en\*ree\*kae] and Pilar [pee\*lar] Gomez and their four children. The Gomez family had come to the United States from Northern Mexico, moving first to Texas, then later to Virginia. *[Ask a volunteer to point to*

*Northern Mexico on a world map or globe, then to the states of Texas and Virginia on a U.S. map.]* 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 United States, they had thought, “We are Mexican, and will continue to enjoy our Mexican customs even though we live and work

in America.” But now they also wanted to become U.S. citizens. Enrique remembered the family discussions that had led to this day.



**Show Image 8A-7: Pilar, Enrique, and friends talking over dinner**

One night three years ago, while eating dinner with some friends, Enrique thought, “How can I make a life outside of Mexico and not be a citizen in the new country in which I am living?

*Remember, a citizen is someone who has rights and responsibilities in a country. A U.S. citizen*

*can live, work, and vote in the United States.* How can I teach American history and not become a part of it? I want to vote for the leaders of this country and make my home here.”

Their friend, who was born in the United States, encouraged them, “It’s quite a process to become a U.S. citizen, but I know you can do it!”

“Yes, it is quite a process,” Pilar said, “First of all, 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 *or follow* the laws. You have to learn about U.S. history and show that you understand how the U.S. government works by taking a test.”

Their friend grinned. “Yes, it is helpful to understand how the government works—though it does sometimes seem very complicated.”

They all laughed. Enrique said, “We don’t have to explain every little detail, we just have to know certain facts about U.S. history, some basic parts of the U.S. Constitution, and some facts about how the U.S. government works.” *The Constitution and the Bill of Rights are the most important documents in the U.S. government.*

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

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.” *Were any of your parents naturalized, making you citizens, too?*



### Show Image 8A-8: Both families arriving at the ceremony at Monticello

So now Enrique and Jahleel, along with their families, 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. *A band is a small group of musicians who play music together. A band can also be a*

*piece of some material that holds things together, like a rubber band or a hair band.* President Ford and a few other speakers came out, and the President began to speak to the crowd.



### Show Image 8A-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 [or create] a new kind of nation [based on a new idea] that ‘men may be trusted,’ Jefferson said, ‘to govern *or to rule* themselves . . .’ 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. [These additions] of traditions and cultures . . . have made America unique among nations and Americans a new kind of people.” *President Ford is saying that the U.S. Constitution and its protection from the government was and continues to be a pull factor that brings many immigrants to the United States.*

### Support

As you read President Ford’s speech, stop to paraphrase and explain what he is saying. Students should understand that President Ford is appreciative of the new citizens and wishes them to understand the principles and beliefs of the United States.

### Challenge

What do you think President Ford meant when he said “a birthday present beyond price”? (*You can’t use money to buy a person’s love for their new country.*)



**Show Image 8A-10: New citizens congratulating each other**

President Ford continued, “To be an American is to [share in] those **principles** or *general beliefs and rules* which the Declaration proclaims [or states] and the Constitution protects . . .” 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. *He meant that all citizens have the same opportunities for a good future.* Jefferson wrote about ‘the pursuit of happiness.’ Our Constitution does not [promise] that any of us will find [happiness]. 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!” *Do you think President Ford would agree that e pluribus unum is a good motto for the United States? Why do you think so?*

## COMPREHENSION QUESTIONS (10 MIN.)



ENGLISH  
LANGUAGE  
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### Reading

#### Reading/Viewing Closely

##### Beginning

Prompt and support students to recall words and phrases that relate to citizenship.

##### Intermediate

Provide moderate support in eliciting phrases and ideas with greater detail that relate to citizenship.

##### Advanced/Advanced High

Provide minimal support in eliciting key details relating to citizenship.

**ELPS 4.F**

### Challenge

Why do you think people are willing to study and learn about the country to which they have immigrated so that they can pass a test and become naturalized citizens?



### Check for Understanding

**Group Discussion:** Ask students the following questions. Call on multiple students to answer.

- What does it mean to be a citizen of a country? (*Being a citizen means that you are given rights by a country's government and have responsibilities that go along with those rights.*)
- 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 United States for at least five years; promise to obey the laws; know certain facts about U.S. history and the Constitution; 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*)

1. **Inferential.** By telling Pilar and Enrique's story, the author helps us understand why immigrants sometimes want to become U.S. citizens. What reasons do Enrique and Pilar have for wanting to become naturalized citizens? (*They want to vote for the laws and leaders of their new country; they want their children to grow up as U.S. citizens; etc.*) **TEKS 2.6.E**
2. **Evaluative.** *Think-Pair-Share:* Why do you think Monticello is a fitting setting for a naturalization ceremony? (*It is the home of Thomas Jefferson, the author of the Declaration of Independence.*)



**TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society.

### WORD WORK: NATURALIZED CITIZEN (5 MIN.)

1. In the Read-Aloud you heard, “A person who becomes a U.S. citizen after already being a citizen of another country is called a naturalized citizen.”
2. Say the words *naturalized citizen* with me.
3. A naturalized citizen is a person born in another country who earns the same rights as native citizens of their new country.
4. After many years of living in the United States, Lizette, who was born in Argentina, 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?

**Use a Making Choices activity for follow-up.** 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, “\_\_\_\_\_ is a naturalized citizen.” If the sentence describes a person who is not a naturalized citizen, stay silent.

- Candice was born in the United States and has lived there her entire life. (silent)
- 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. (*Mateo is a naturalized citizen.*)
- 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. (*Juliette is a naturalized citizen.*)
- Charles was born in the United States and when he turned eighteen, he was old enough to vote. (silent)
- 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 eighteen, she was able to vote in her first presidential election. (*Paola is a 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.



## Activity Page 8.1



### Support

You may wish to complete the drafting phase with a small group of students, eliciting sentences and recording them on a piece of chart paper, whiteboard, or chalkboard.

**ENGLISH  
LANGUAGE  
LEARNERS**



### Writing

#### Writing

#### Beginning

Have students dictate their letters using familiar vocabulary to a teacher to be recorded.

#### Intermediate

Have students dictate their letters using familiar vocabulary to a peer to be recorded.

#### Advanced/Advanced High

Have students write their letters independently, using familiar vocabulary.

**ELPS 5.G**

## Lesson 8: Becoming a Citizen

# Application



**Writing:** Students will draft a letter describing life as a new immigrant in the United States.



**TEKS 2.11.B.i; TEKS 2.11.B.ii; TEKS 2.12.C**

### POSTMARKED FROM AMERICA: DRAFT A LETTER (20 MIN.)

- Remind students that they pretended to be immigrants living in the United States and writing letters back home. They planned their letters on Activity Page 7.1. Have students take out Activity Page 7.1 to reference during today's activity.
- Remind students that they already completed the first step in the writing process, planning. Remind students that the letter they write will be postmarked from America and will tell people in their homeland what life is like in the United States.
- Have students take out Activity Page 8.1. Guide students through the five parts of the letter as they follow along on Activity Page 8.1.
  - date: the date the letter is written
  - greeting/salutation: the opening words and often the person's name you are writing to
  - body: all the writer's thoughts
  - closing: the words used to finish the letter
  - signature: the writer's name
- Tell students to begin drafting their letters on Activity Page 8.1 using their plans on Activity Page 7.1 as a reference.
- Tell students to make sure they include details in their letter about the city/neighborhood where they live (e.g., New York) and the work they might do (e.g., work in a restaurant or grocery). Encourage students to write descriptively about the sights they might see, and the feelings they might have as new immigrants based on their city and job.



**TEKS 2.11.B** Develop drafts into a focused piece of writing by (i) organizing with structure, (ii) developing an idea with specific and relevant details; **TEKS 2.12.C** Compose correspondence such as thank you notes or letters.



### Check for Understanding

**Circulate and Ask:** As students draft their letters on Activity Page 8.1, circulate and ask them to describe to you the sights and feelings they are writing about. Rephrase students' responses and suggestions whenever necessary to include domain-specific vocabulary learned thus far.

- When students are finished, encourage them to share their letters with a partner or with the class.
- When all students are finished, have them place the letters in envelopes and address them to their make-believe homelands. You may wish to convert a cardboard box into a mailbox for students' letters.

### Challenge

If students finish early, they may illustrate their letters. They may also wish to edit or publish their letters.

Lesson 8: Becoming a Citizen

# Take Home Material

Activity Page 8.2



## FAMILY LETTER

- Send home Activity Page 8.2.

## JOURNEYS TO AMERICA: LAND OF OPPORTUNITY

## We the People

## PRIMARY FOCUS OF LESSON

## Speaking and Listening

Students will share what they already know about the United States government.

 **TEKS 2.1.A; TEKS 2.6.I**

## Reading

Students will explain the importance of the Constitution to the United States government and its citizens.

 **TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.G**

## Language

Students will demonstrate an understanding of the word *disagreement* and the prefix *dis-*.

 **TEKS 2.2.B.vi**

## Speaking and Listening

Students will show that they understand what a constitution is by creating one.


 **TEKS 2.1.D; TEKS 2.7.B**

## FORMATIVE ASSESSMENT

## Exit Pass

**Written Response** Students will explain the importance of the Constitution and Bill of Rights in the United States.

 **TEKS 2.7.B**

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by: decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.1.D** Work collaboratively with others to follow agreed-upon rules for discussion including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

## LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Do We Know?	Whole Group	10 min.	
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map  <input type="checkbox"/> Flip Book: 9A-1–9A-8
“We the People”			
Comprehension Questions			
Word Work: <i>Disagreements</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Classroom Constitution	Independent	20 min.	

## ADVANCE PREPARATION

### Notes to Teacher

Students will hear a lot of information about the U.S. government. Stress the importance of the Constitution and how it helps the United States run smoothly. Tell students that when they hear the word *constitution* in this lesson, you are referring to the constitution of the United States or the U.S. Constitution. Explain that many other countries have their own constitutions with different laws.

By the end of this lesson, students should be familiar with the phrase *We the People* in the Constitution and understand that it means that the greatest power behind the American government is the people, the citizens.

# Universal Access

- Find images of the current U.S. president, the White House, and Founding Fathers George Washington and Thomas Jefferson to show students.

## 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

**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

**constitution, n.** the basic plan for the laws and government of a country or other organization

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

Variation(s): constitutions

**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

### Vocabulary Chart for “We the People”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	amendments constitution ( <i>constitución</i> )	consent ( <i>consentimiento</i> ) disagreements	
Multiple Meaning			
Sayings and Phrases	all sorts highest law of the land the consent of the governed		



## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Reframe questions as simple yes/no questions (e.g., "Is the president the leader of the United States?").

#### Intermediate

Provide students with a specific sentence frame (e.g., "The leader of the United States is. . .").

#### Advanced/Advanced High

Encourage students to use key details in complete sentences.

**ELPS 3.G**

#### Support

Remind students that they have learned several words that mean the same thing as *rights*. Ask students to recall some of these words. (*freedoms, liberties, etc.*)

#### Challenge

What rights and freedoms are important to you? Your family?  
What rights and freedoms do you think would be important for people in a new nation to have?

### Lesson 9: We the People

# Introducing the Read-Aloud



**Speaking and Listening:** Students will share what they already know about the United States government.



**TEKS 2.1.A; TEKS 2.6.I**

## WHAT DO WE KNOW? (10 MIN.)

**Note:** Students who have previously participated in the program will have already learned about some key presidents and American symbols in Kindergarten and will have heard the story of our nation's birth in Grade 1.

- Ask students what they know about the U.S. government. If some students 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"? (*The Founding Fathers were individuals from the thirteen colonies who led the fight for and won independence and began the new nation.*)
- Ask students to explain what rights are. (*freedoms belonging to a person that the government cannot, and should not, take away*)
- Tell students today they will learn about how the Constitution helps protect the rights and freedoms of people in the United States. Tell students that today they are going to learn more about the U.S. Constitution, what it does, and who wrote it.



**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;  
**TEKS 2.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.



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### Check for Understanding

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**Turn and Talk:** Turn to a partner and tell them one thing you know about the United States government. [Have several students share.]

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## Lesson 9: We the People

# Read-Aloud



**Reading:** Students will explain the importance of the Constitution to the United States government and its citizens.



**TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.G**

**Language:** Students will demonstrate an understanding of the word *disagreement* and the prefix *dis-*.

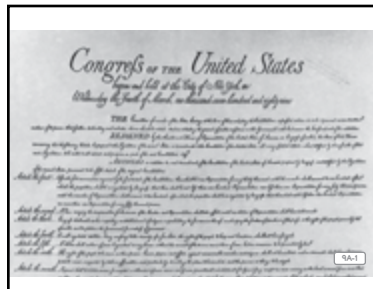


**TEKS 2.2.B.vi**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to learn more about the Constitution, one of the people who helped write it, and why it is so important to the citizens of the United States.

### “WE THE PEOPLE” (15 MIN.)

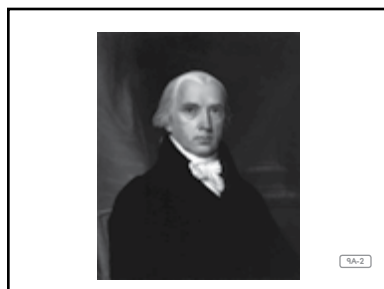


#### Show Image 9A-1: The Constitution and the Bill of Rights

The Constitution and the Bill of Rights are two of the most important documents in U.S. history. [Point to the image] A **constitution**

is a document that describes the basic plan for the laws and government of a country. It explains the main laws of a country and how its

government works. That means that the U.S. Constitution states the basic laws of the United States and explains how the U.S. government works. Today these two important documents are located at the National Archives Building in Washington, D.C. [Point to Washington, D.C. on a U.S. map.]



#### Show Image 9A-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



**TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by: decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

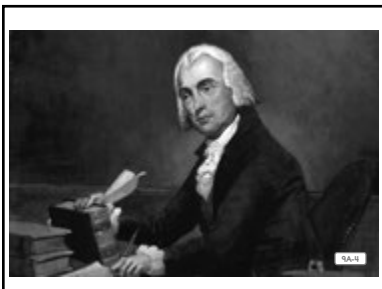
in order to hear Madison's words. Yet, many people took the trouble to do so, because they thought Madison's words were worth hearing. He was well-known for having great ideas and making the most confusing problems clear.



### Show Image 9A-3: Continental Congress

Often at the end of a conversation, this polite, quiet man would inspire people to think seriously about his important 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. *This was just ten years after*

*the colonists declared their independence from England in 1776.* 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, or effect, in shaping the organization of the new American government. For example, Madison's idea of having three branches, or sections, of government—a president, a Congress, and a Supreme Court—is very important today. Together these three branches in the American government balance each other's power so that 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.



### Show Image 9A-4: Madison working on the Bill of Rights

James Madison's job was not done after the Constitution was written. In 1789, Madison helped write an extra part to add to the Constitution, called the Bill of Rights. The Bill of Rights consists of the first ten **amendments** to the Constitution. *Amendments are changes*

*or additions. So the Bill of Rights adds onto the Constitution.* The Bill of Rights protects the rights of Americans, such as freedom of speech and freedom of religion. *Do you remember how the Separatists were persecuted in their homeland for having a religion different from the king's? The U.S. Constitution protects the rights of American citizens to practice their own religion. What is the freedom of speech?* Over the years, as the United States 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. The amendments are believed to make the Constitution better for the lives of the American people.

### Support

*Freedom of speech* means people have the right to say what they want. People can criticize the government. In some countries it is illegal to say bad or negative things about the government, but in the United States, people are protected by the Bill of Rights because it protects the freedom of speech.



### Show Image 9A-5: Madison as president

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. *What are principles? (beliefs)*



### Show Image 9A-6: Close-up of "We the People"

But what does the Constitution say? Well, right from the start the authors made a bold or brave statement. The Constitution begins with a very famous introduction, called the Preamble. *[Have students repeat the word preamble after you.] A preamble is an*

*introduction or opening.* It starts, "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 by and follow the laws. *If I ask to borrow your 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?*

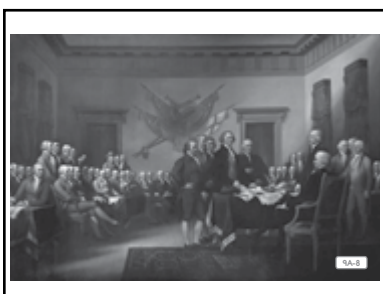


### Show Image 9A-7: White House, Capitol building, Supreme Court, fighter jet

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. It is an agreement that the Constitution is our most important set of rules. The Preamble says that the federal government will include an army, navy, and other military forces to protect Americans from enemies. It also says that the government and the laws are meant to protect the liberties, or freedoms, for Americans now and in the future. *What are some things the Preamble tells us? How does the Constitution affect you?*

The rest of the Constitution goes on to describe the different things the government is supposed to do. The government makes laws and carries them out. It solves problems. And the government protects Americans from certain dangers. It tells us how we are supposed to make those things happen. *[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.]* The Constitution also created the office of the President of the United States, the Congress, and the Supreme Court, which are made up of people who try to follow the principles of the Constitution. *What does the Constitution go on to say after the Preamble?* 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. *Why do you think it would be difficult to plan for problems that do not yet exist?*



### Show Image 9A-8: Madison and other Founding Fathers

Today, “We the People of the United States” have a Congress made up of people from every state. We have a president to carry out those laws and courts to help us settle **disagreements** or arguments and keep the peace. Our country has military forces to

protect us. Also, there are 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, new laws are being added to deal with problems and to protect the people. Whenever a new law is added, it is our job—our responsibility—to follow the new law or to speak out if we feel that the law does not agree with the principles in the Constitution.



ENGLISH  
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## Speaking and Listening

### Offering Opinions

#### Beginning

Provide students sentence frames using a small set of learned phrases (e.g., “I think it would be hard because. . .”).

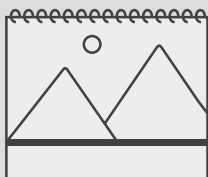
#### Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “I think planning for such problems would be difficult because. . .”).

#### Advanced/Advanced High

Provide minimal support and guidance for open responses.

**ELPS 3.G**



### Support

In order to help students understand how the Constitution and democracy helps protect the people, compare a democratic government with a constitution to a monarchy, where the king or queen can make whatever rules he/she wants.

### Challenge

Who have you heard about in this domain who immigrated to this country and benefitted from these rights? (Answers may vary, but may include the Pilgrims who were looking for the freedom to practice their religion and Charles Steinmetz who valued freedom of speech.)

Although the Constitution was written over two hundred years ago, it still tells us how our government is supposed to work, even today.

## COMPREHENSION QUESTIONS (10 MIN.)

### Show Image 9A-6: Close-up of “We the People”



#### Check for Understanding

**Group Discussion:** Ask students the following questions about the Constitution and the Bill of Rights.

- 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.*)
- What is the Bill of Rights? (*The Bill of Rights consists of the first ten amendments to the Constitution.*)
- Why is the Bill of Rights so important to the people of the United States? (*It protects the rights of the American people, including freedom of speech and freedom of religion.*)

### Show Image 9A-5: Madison as President

1. **Literal.** Who was nicknamed the “Father of the Constitution”? (*James Madison*) Why was this his nickname? (*because he helped to write a great deal of the U.S. Constitution*)
2. **Evaluative.** 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.*)
3. **Inferential.** 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.*)
  - **Literal.** What important document begins with the words *We the People*? (*the Preamble to the Constitution*)
4. **Evaluative.** How is the U.S. Constitution important to you? (*Answers may vary.*)

## WORD WORK: DISAGREEMENTS (5 MIN.)

1. In the Read-Aloud you heard, “We . . . have a Congress made up of people from every state. We have a president to carry out those laws and courts to help us settle disagreements . . .”
2. Say the word *disagreements* with me.
3. Disagreements are arguments or differences of opinion.
4. Sometimes Gabriella and her brother have disagreements, but they talk and work things out.
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?

### Use a Word Parts activity for follow-up. **TEKS 2.2.B.vi**

- 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.
- Give students the following 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. For example, if I say, “disagreeable,” then you would say, “That means not agreeable.”
  - disrespecting (*That means not respecting.*)
  - disorder (*That means not in order.*)
  - dissatisfied (*That means not satisfied.*)
  - disliked (*That means not liked.*)
  - disorganized (*That means not organized.*)

### Challenge

Encourage students to think of their own words that start with the prefix *dis-*.

 **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by: decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.



## Lesson 9: We the People

# Application



**Speaking and Listening:** Students will show that they understand what a constitution is by creating one.



**TEKS 2.1.D; TEKS 2.7.B**

### CLASSROOM CONSTITUTION (20 MIN.)

- 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.



#### Check for Understanding

**Recall:** What is a constitution? (*the basic plan for the laws and government of a country or other organization*)

- Reinforce to students that the word *constitution* can describe any laws and/or principles that explain the basic plan and general rules of a group, whether a country or another organization.
- 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.

#### Challenge

Have students write a constitution for a made-up country.



**TEKS 2.1.D** Work collaboratively with others to follow agreed-upon rules for discussion including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

- 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 like 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 Constitution, amendments are very rare—only twenty-seven have been added since the Constitution was first approved more than two hundred years ago.
- 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 time to brainstorm some classroom rules and to vote on them.



### Exit Pass

**Written Response:** On a sheet of paper, have students answer the following questions:

- What is a constitution? (one- or two-sentence answer)
- How do the U.S. Constitution and the Bill of Rights help U.S. citizens? (two- or three-sentence answer)

End Lesson

### Support

Reread portions of the Read-Aloud to students to help them remember what a constitution is and how it helps U.S. citizens.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Writing

#### Writing

##### Beginning

Have students dictate their answers using familiar vocabulary to a teacher to be recorded.

##### Intermediate

Have students dictate their answers using familiar and new vocabulary to a teacher to be recorded.

##### Advanced/Advanced High

Have students write their answers independently, using familiar and new vocabulary.

**ELPS 5.G**



## 10

## JOURNEYS TO AMERICA: LAND OF OPPORTUNITY

Immigration  
and Citizenship

## PRIMARY FOCUS OF LESSON

## Speaking and Listening

Students will review citizenship and the importance of the U.S. Constitution.

 **TEKS 2.1.A**

## Reading

Students will explain the rights and responsibilities of U.S. citizens.

 **TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.G; TEKS 2.7.C**

## Language

Students will demonstrate an understanding of the Tier 2 word *guaranteed*.

 **TEKS 2.7.F**

## Speaking and Listening

Students will identify similarities and differences in the experiences of immigrants in different parts of the United States.


 **TEKS 2.6.H; TEKS 2.13.E**

## FORMATIVE ASSESSMENT

## Exit Pass

**E Pluribus Unum Puzzle** Students will identify similarities and differences in the experiences of immigrants in different parts of the United States.

 **TEKS 2.6.H; TEKS 2.13.E**

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.6.H** Synthesize information to create new understandings; **TEKS 2.13.E** Demonstrate understanding of information gathered.

## LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Essential Background Information or Terms	Whole Group	10 min.	
What Have We Already Learned?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> board/chart paper and writing tools (optional)  <input type="checkbox"/> Flip Book: 10A-1–10A-11
“Immigration and Citizenship”			
Comprehension Questions			
Word Work: <i>Guaranteed</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Song: “The Star-Spangled Banner”	Independent	20 min.	<input type="checkbox"/> recording of, or music for, “The Star-Spangled Banner” <input type="checkbox"/> “The Star-Spangled Banner” (Digital Components) <input type="checkbox"/> recording device <input type="checkbox"/> Activity Pages 1.1, 2.1, 3.1, 4.1, 5.1, 6.1 <input type="checkbox"/> large pieces of construction paper <input type="checkbox"/> scissors <input type="checkbox"/> glue or tape
E Pluribus Unum Puzzle			

## ADVANCE PREPARATION

### Application

- Bring in a recording of, or music for, "The Star-Spangled Banner." You may also access lyrics to this song in the digital components for this domain.

## Note to Teacher

During the Application activity, students will learn more about the national anthem, “The Star Spangled Banner.” If your school has a music teacher, you may want to collaborate with him/her to teach this song to your students.

## Universal Access

- During the Read-Aloud, you may wish to compile a list of the rights and responsibilities of U.S. citizens on the board or chart paper.

## CORE VOCABULARY

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

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

Variation(s): guarantee, guarantees, guaranteeing

**jury, n.** a group of people who listen to facts during a trial and 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

**refugees, n.** 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 them fairly.

Variation(s): refugee

### Vocabulary Chart for “Immigration and Citizenship”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	jury ( <i>jurado</i> ) refugees	guaranteed ( <i>garantizado/a</i> )	
Multiple Meaning			
Sayings and Phrases	tell their side of the story required by law		

## Lesson 10: Immigration and Citizenship

# Introducing the Read-Aloud



**Speaking and Listening:** Students will review citizenship and the importance of the U.S. Constitution.

 **TEKS 2.1.A**

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that in the previous Read-Alouds, they learned about how immigrants become citizens and some of the important documents that explain how they should act as citizens. Ask students to recall the process of becoming a citizen by asking the following questions:
  - What is a citizen? (*a person who lives in a country and has rights given to them by the government*)
  - 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, must 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.*)
- Then remind students what they learned about James Madison and his important ideas for the U.S. Constitution and the Bill of Rights by asking the following questions:
  - What does the word *rights* mean? (*freedoms belonging to a person that the government cannot, and should not, take away*)
  - What is the Bill of Rights? (*The Bill of Rights is a list of amendments, or changes, to the Constitution.*)
  - What specific rights are protected in the Bill of Rights? (*The Bill of Rights includes freedom of speech and freedom of religion.*)
- 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.



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## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Reframe questions as simple yes/no questions (e.g., "Is a citizen someone who just arrived in a country?").

#### Intermediate

Provide students with a specific sentence frame (e.g., "A citizen is a person who. . .").


#### Advanced/Advanced High

Encourage students to use key details in complete sentences.

**ELPS 3.G; ELPS 4.I**

## Challenge

Can you recall which specific amendments to the Constitution are called the Bill of Rights? (*the first ten amendments*)

 **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

## Support

If you provided students with examples of rights and responsibilities in Lesson 8, you may wish to recall those or have students recall them.



### Check for Understanding

**Turn and Talk:** Turn to a partner and talk about one of the rights in the Bill of Rights and how you are able to use or practice that in your daily life. (For example, a student may state that they are able to say what is on their mind because of the freedom of speech, or go to a house of worship because of freedom of religion.)

### ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Tell students that through the U.S. Constitution, the Bill of Rights, and the amendments, American citizens are promised certain rights.
- Ask students to recall what rights are. (*freedoms belonging to a person that the government cannot, and should not, take away*) Share with students that no one owns these rights and that they are not given as a reward.
- Tell students that in addition to these rights, American citizens are expected to have certain responsibilities.
- Ask students to recall what responsibilities are. (*things people depend on you to do*) Tell students they will learn more about these rights and responsibilities in today's Read-Aloud.

## Lesson 10: Immigration and Citizenship

# Read-Aloud



**Reading:** Students will explain the rights and responsibilities of U.S. citizens.

✚ **TEKS 2.1.A; TEKS 2.6.A; TEKS 2.6.G; TEKS 2.7.C**

**Language:** Students will demonstrate an understanding of the Tier 2 word *guaranteed*.

✚ **TEKS 2.7.F**

### PURPOSE FOR LISTENING

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

### “IMMIGRATION AND CITIZENSHIP” (15 MIN.)



#### Show Image 10A-1: Native Americans, European explorer, 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* because they wanted to practice their religion freely.



#### Show Image 10A-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

✚ **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate.

or country. 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 today.



### Show Image 10A-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 United States because of certain push

and pull factors. Dangers in their home countries, not enough jobs, and not being able to practice their religion or speak freely are some factors that have pushed people to leave their homelands. On the other hand, jobs, land, and 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 United States and become U.S. citizens. *What do we call people born as citizens of another country who become U.S. citizens? (naturalized citizens)* Remember, a citizen is a person who has rights given to them by a country's government and responsibilities that go along with those rights. Let's find out more about what it means to be a citizen.



### Show Image 10A-4: James Madison

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 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. *The first ten amendments to the Constitution are called the Bill of Rights. What is an amendment? (a change or addition)*



### Show Image 10A-5: Bill of Rights

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

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 be forced to leave the country. *Can you recall the name of a person who was going to be put into jail for writing about his government?* (Charles Steinmetz) 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. *How would you feel if you got in trouble for something without getting to tell your side of the story?*



### Show Image 10A-6: Courtroom with judge and jury

In the United States, however, laws are supposed to protect 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 or doing something that is against the laws of the country, the government cannot just keep them in jail for as long as they want. That person has the right to tell their 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. *A judge helps a jury come to a fair decision. Perhaps you know someone who has served on a jury in a court. [Point to the members of the jury shown in the image.]*





## Speaking and Listening

### Reading/Viewing Closely

#### Beginning

Reframe questions as simple yes/no questions (e.g., "Can a naturalized citizen run for president?").

#### Intermediate

Provide students with a specific sentence frame (e.g., "A naturalized citizen cannot run for president because...").

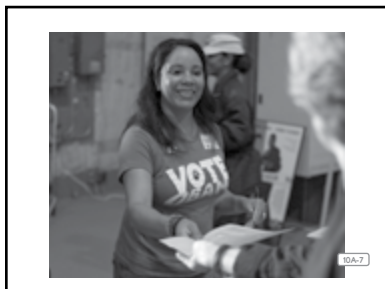
#### Advanced/Advanced High

Encourage students to use key details in complete sentences.

**ELPS 4.F; ELPS 4.I**

### Challenge

What are some responsibilities you have at home? What do others count on and trust you to do for yourself or for your family? (Answers may vary.)



### Show Image 10A-7: Americans voting

Another very important right and duty of citizens is the right to vote. *When you turn eighteen years old, you can fill out a form so you can vote. The people in this picture are exercising their right to vote. There are often voting booths to allow for privacy.* 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. *These are all jobs that are part of running our government.* U.S. citizens vote for the people they want to do these jobs, and whoever receives the most votes gets to serve in that job. Any adult citizen can run for most elected positions or jobs. The Constitution says that people who were not born in the United States cannot run for the presidency. *Can a naturalized citizen ever run for president?*

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 representatives in government offices. Voting is one of your rights and duties as a U.S. citizen. *Raise your hand if you have ever gone with a family member or adult friend when they went to vote.*



### Show Image 10A-8: Protestor holding a sign symbolizing freedom of speech

*In this image, a group of people are protesting, or saying that they want something to be changed. This is an example of people exercising, or using, their right to freedom of speech.*

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. *Responsibilities are duties you are in charge of, or things someone else trusts you to do.* For example, even though you have freedom of speech, you still have a responsibility to not say things that might put people in danger or say things that might hurt others. Notice how rights and responsibilities go together.



### Show Image 10A-9: Person filling in tax form

We have the responsibility to follow the laws of our country. We also have the responsibility to pay taxes—the money we are required by law to give to our government that pays for things all citizens enjoy. *The person in the picture is filling out a tax form to figure out how much is owed to the government.* Our taxes

pay for things like public schools where you 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. *Can you name something that you enjoy that has been created using money from taxes?*



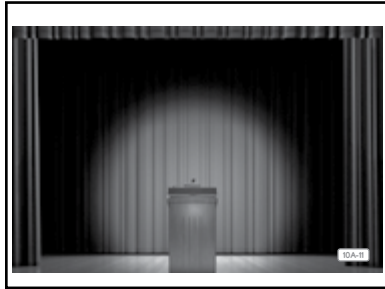
### Show Image 10A-10: People in a foreign country protesting for freedom

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." *Is this a push or pull factor?*

Sometimes people living in countries with threatening governments have to leave their old country because they fear their government, or they have gotten into trouble with the leaders there. If there is a war, people may 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. *Can you hear the word refuge in the word refugee? Refugees leave the dangers of their homelands for the refuge, or safety, of another country.* The United States allows only a certain number of refugees each year, so in less serious cases,

refugees often have to wait their turn to come 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 10A-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 its amendments like the Bill of Rights. These were intended to guarantee the rights of all citizens—whether naturalized or born in the United States—both now and in the future.

**COMPREHENSION QUESTIONS (10 MIN.)**



**Check for Understanding**

**Brainstorm:** [Divide the class in half. To one half, ask the following question.] What are some rights, or freedoms, all U.S. citizens enjoy? (*right to vote, right to fair trial, right to free speech, right to religious freedom, etc.*) [You may wish to record these on the board/chart paper. To the other half of the class, ask the following question.] What are some responsibilities, or duties, of all U.S. citizens? (*to obey the law; to not do things that would hurt others; to pay taxes*) [You may wish to record these on the board/chart paper. Ask students to compare these rights and responsibilities.] Do the rights make the responsibilities worthwhile? (*Answers will vary, but encourage students to explain their reasoning.*)

1. **Literal.** People come to the United States because of the freedoms given to American citizens. What guarantees these freedoms to U.S. citizens? (*the Constitution and its amendments like the Bill of Rights*)

2. **Literal.** What is the Bill of Rights? (*the first ten amendments to the Constitution, which list freedoms guaranteed to U.S. citizens*)
  - **Literal.** What do we call the responsibility and right that allows us to choose people for certain government offices? (*the right to vote*)
3. **Evaluative.** *Think-Pair-Share:* How might your life in the United States be different if the U.S. Constitution did not guarantee citizens freedom of speech or freedom of religion? (*Answers may vary.*)

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**WORD WORK: GUARANTEED (5 MIN.)**

1. In the Read-Aloud you heard, “. . . the Bill of Rights is a list of rights guaranteed to citizens of the United States.”
2. Say the word *guaranteed* with me.
3. If something is guaranteed, that means it is a sure thing, that it 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?

**Use a Discussion activity for follow-up.** I am going to ask you some questions about things that are guaranteed. Be sure to use the word *guaranteed* when you answer. (*Answers may vary.*)

- What kinds of things are U.S. citizens guaranteed?
- What kinds of things are guaranteed to you as students?

## Lesson 10: Immigration and Citizenship

# Application



**Speaking and Listening:** Students will identify similarities and differences in the experiences of immigrants in different parts of the United States.



**TEKS 2.6.H; TEKS 2.13.E**

### SONG: "THE STAR-SPANGLED BANNER" (10 MIN.)

#### Challenge

Ask a student to recall the story about how and why "The Star-Spangled Banner" was written.

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#### Speaking and Listening

##### Presenting

##### Beginning

Have students clap their hands to the beat of the song as it is played.

##### Intermediate

Have students say or sing some of the words while they clap their hands to the beat of the song.

##### Advanced/Advanced High

Have students sing the words of the song as it is played.

**ELPS 3.F**

- Play the first few seconds of "The Star-Spangled Banner" for students. 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." Tell students that a national anthem is a patriotic song often sung at special public events, and that the national anthem is the official song of our country. "The Star-Spangled Banner" is a symbol of our country just like the Statue of Liberty is.
- Ask students where they have heard this song played or sung.
- Ask students what they remember learning about "The Star-Spangled Banner" during the domain, *The War of 1812*.
- Refer to the lyrics you displayed in advance, and share with students that these words or lyrics to the national anthem were not always song lyrics.
- Remind 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. Remind them that Francis Scott Key wrote the poem after seeing a battle between Great Britain and the United States fought many, many years ago during the War of 1812. Share that this poem was so popular, it was put to music and eventually became the national anthem of the United States.
- Tell students that they are going to listen to this song. Ask students how they feel when listening to this song.
- Ask students how they think immigrants would feel when listening to and singing this song.
- Have students sing the song with you while it plays. Record students as they sing the song, and allow them to listen to the recording and sing with it again at different times throughout the year.



**TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.13.E** Demonstrate understanding of information gathered.

## E PLURIBUS UNUM PUZZLE (10 MIN.)

- Return Activity Pages 1.1, 2.1, 3.1, 4.1, 5.1, and 6.1 to students.
- 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.



### Check for Understanding

**Name It:** As students arrange the puzzle pieces, ask them to identify the completed image. (*the United States*)

- Have students tape or glue their completed puzzle to a piece of large construction paper.
- After students have completed their puzzles, ask students what U.S. motto their completed puzzles represent.
- 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.
- With a partner, have students recall and discuss the experiences of immigrants that they recorded on their puzzle pieces. Ask several students to share information from each of the puzzle pieces.
- Then ask students to consider how these experiences were similar to and different from one another.



### Exit Pass

- On their puzzles, have students circle any words showing how immigrants’ experiences were similar across different areas.
- On their puzzles, have students write one word, phrase, or sentence describing how experiences were different across different areas.
- Collect students’ puzzles to check their understanding of these similarities and differences.

End Lesson

Activity Pages 1.1,  
2.1, 3.1, 4.1, 5.1, 6.1



### Support

Some students may need to dictate their responses to a peer or adult.

# Domain Review

## NOTE TO TEACHER

You should spend two days reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

## CORE CONTENT OBJECTIVES ADDRESSED IN THIS DOMAIN

Students will:

- 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
- Demonstrate familiarity with the songs “This Land Is Your Land” and “The Star-Spangled Banner”
- Explain what it means to be a citizen of a country
- 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”
- Describe the rights and responsibilities of an American citizen

## REVIEW ACTIVITIES

### Image Review

- Show the Flip Book images, and have students retell a Read-Aloud using the images.

### Image Card Review

#### Materials: Image Cards 1–9

- In your hand, hold Image Cards fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or give a clue about the picture they are holding. For example, for Angel Island, a student may say, “I am the place where immigrants from Asia entered the United States.” The rest of the class will guess what is being described. Proceed to another card when the correct answer has been given.

### Domain-Related Trade Book or Student Choice

#### Materials: Trade book

- Read a trade book to review a particular concept. You may also choose to have the students select a Read-Aloud to be heard again.

### Journeys to America: Land of Opportunity Fill-In

#### Materials: Activity Page DR.1

- Using Activity Page DR.1, have students review what they have learned. Tell students that on the Activity Page they will find five sentences. Explain that above these sentences is a word box and that the answers to the sentences below can be found in the word box.
- To demonstrate, complete the first sentence as a class. Read the sentence aloud: “Many people in foreign lands see the United States as “the land of \_\_\_\_.” Then tell students to look in the word box and, as a class, choose the correct answer. Tell students to write the word *opportunity* on the blank line because that answer fits best.
- Depending on your class, you may wish to have students complete this assignment individually or as a class.

#### Images Card 1–9



#### Activity Page DR.1





## Brainstorming Links

### Materials: Chart paper, chalkboard, or whiteboard

- Tell students that one of the key words they have learned in this domain is *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. Make sure to reinforce any domain-specific vocabulary.

## Key Vocabulary Brainstorming

### Materials: Chart paper, chalkboard, or whiteboard

- Give the students a key domain concept or vocabulary word such as the *Constitution*. Have them brainstorm everything that comes to mind when they hear the word (e.g., written in part by James Madison; explains how the U.S. government works; etc.). Record their responses on the board or chart paper 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*)

## **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 them 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.

# Domain Assessment

This domain assessment evaluates each student's retention of domain-specific and academic vocabulary words and the core content targeted in *Journeys to America: Land of Opportunity*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *Journeys to America: Land of Opportunity*.



## PART I

TEKS 2.7.F

### Activity Page DA.1



**Directions:** I am going to ask you a yes or no question using a word you have heard in the Read-Alouds. First I will say the word, and then I will ask the yes or no question. If the answer is “yes,” circle the thumbs-up. If the answer is “no,” circle the thumbs-down. I will say each question two times. Let’s do the first one together. [Read the word, and then read the sentence. Pause for students to record their answers.]

**Note:** For students who will be using the Editable PDF Activity Page, please have them answer by typing “yes” if the sentence is correct, and “no” if the sentence is incorrect.

1. **Mosaic:** Is a mosaic a design made from many small tiles, stones, or other objects that are placed together to form a pattern or a picture? (*thumbs-up*)
2. **Immigrant:** Is an immigrant a person who was born in a country and lived there for their entire life? (*thumbs-down*)
3. **Rights:** Does the Bill of Rights state the rights that U.S. citizens have? (*thumbs-up*)
4. **Citizen:** Is a citizen of a country given certain protections by that country’s government? (*thumbs-up*)
5. **Hostile:** If someone is hostile, does that mean they are kind and welcoming? (*thumbs-down*)

6. **Emigrate:** Do some people emigrate from their home countries to escape war? (*thumbs-up*)
7. **Customs:** Do immigrants in ethnic neighborhoods often share familiar customs from their homelands? (*thumbs-up*)
8. **Descendants:** Are our descendants people who lived before us who we are related to? (*thumbs-up*)
9. **Responsibilities:** Are feeding the dog and bringing in the mail two responsibilities that some students have at home? (*thumbs-up*)

**Directions:** Now I am going to read more sentences using other words you have heard and practiced. If I use the word correctly in my sentence, circle the thumbs-up. If I do not use the word correctly in my sentence, circle the thumbs-down. I will say each sentence two times.

10. **Factors:** Are factors things that influence other things to happen? (*thumbs-up*)
11. **Opportunity:** Is an opportunity a chance to do something? (*thumbs-up*)
12. **Traditional:** Do we call a new idea that no one else has ever tried a traditional idea? (*thumbs-down*)
13. **Guaranteed:** If something is guaranteed does that mean it is sure to happen? (*thumbs-up*)
14. **Support:** If you cheer and clap for a team, are you showing support? (*thumbs-up*)



## PART II

TEKS 2.6.G

**Directions:** I am going to ask several questions related to what you have learned. After each question is read, look at the row of three pictures and circle the picture that shows the correct answer.

**Note:** If students will be using the Editable PDF Activity Page, please have them type the answer(s) inside the boxes.

1. What is the motto of the United States that is found on the back of all U.S. coins? Hint: It means “out of many, one.”
  - Would your answer be “We the people,” “protesters,” or “e pluribus unum”? Circle the image that matches your answer. (*e pluribus unum*)

## Activity Page DA.2



## Support

Review with students that protestors are people who are saying that they want something to be changed.

2. Which shows the first three words of the U.S. Constitution?
  - Would your answer be “We the people,” “protesters,” or “e pluribus unum”? Circle the image that matches your answer. (*We the People*)
3. Which is the document that explains how the U.S. government is supposed to work? Hint: James Madison is the Father of this document.
  - Would your answer be “We the people,” “protesters,” or “e pluribus unum”? Circle the image that matches your answer. (*We the People*)
4. Which shows a person exercising, or using, the freedom of speech they are guaranteed in the Constitution?
  - Would your answer be “We the people,” “protesters,” or “e pluribus unum”? Circle the image that matches your answer. (*protestors*)
5. Who was born in another country and has earned the same rights as citizens born in the United States?
  - Would your answer be “James Madison,” “the Pilgrims,” or “naturalized citizens”? Circle the image that matches your answer. (*naturalized citizens*)
6. Who were the first people who came to America to practice their religion freely?
  - Would your answer be “James Madison,” “the Pilgrims,” or “naturalized citizens”? Circle the image that matches your answer. (*the Pilgrims*)
7. Who is called the “Father of the Constitution”?
  - Would your answer be “James Madison,” “the Pilgrims,” or “naturalized citizens”? Circle the image that matches your answer. (*James Madison*)
8. What is the name of the place that processed many immigrants in New York City on the East Coast?
  - Would your answer be “The Statue of Liberty,” “Ellis Island,” or “Angel Island”? Circle the image that matches your answer. (*Ellis Island*)
9. What statue greeted many immigrants who entered New York Harbor?
  - Would your answer be “The Statue of Liberty,” “Ellis Island,” or “Angel Island”? Circle the image that matches your answer. (*Statue of Liberty*)
10. What is the name of the place that received or helped many immigrants near San Francisco on the West Coast?
  - Would your answer be “The Statue of Liberty,” “Ellis Island,” or “Angel Island”? Circle the image that matches your answer. (*Angel Island*)

**PART III****TEKS 2.6.G; TEKS 2.7.B**

- Read the following directions aloud:
  - Let's read each question together. Think about the answer to the question. For the first four questions, write three words, phrases, or sentences that come to mind when you hear the question. For the last question, write one word, phrase, or sentence for each of the two parts of the 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 the United States of America?
5. Name one right and one responsibility held by U.S. citizens.

**Activity Page DA.3**

# Culminating Activities

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## NOTE TO TEACHER

Please use this final day to address class results of the Domain Assessment. Based on the results of the Formative and Domain Assessments, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

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## REMEDIATION

You may choose to regroup students according to particular areas of weakness, as indicated by Formative and Domain Assessment results.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Applications
- rereading and discussing select Read-Alouds
- using corresponding activities in the Language Studio

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## ENRICHMENT

### Guest Speaker

- Invite parents or trusted community members who are naturalized citizens to talk about being an immigrant and/or the process of becoming a citizen. Invite 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.

## Personal Connections

- Your students should have taken home a family letter (Activity Page 1.2), which introduced the domain to a family member. This letter also asked a family member or adult friend to share with students their immigration story or their family's immigration history. Have students retell the immigration history told to them by the adults in their lives. Encourage students to bring in any photographs or items they might have to help them share this history. If students are unprepared for this exercise, you may wish to share your own family's immigration history as an example.

## “The Star-Spangled Banner”

**Materials:** A recording of “The Star-Spangled Banner”; 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. You may wish to work with your school's music teacher to have your students learn this song.

## “We the People” Crossword

**Materials:** Activity Page CA.1

- Using Activity Page CA.1, 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 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 numbered item on the Activity Page 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.

### Activity Page CA.1



### Support

Encourage students to use a dictionary to help them discover definitions, synonyms, and antonyms for these words.



- 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. Make sure to reinforce domain vocabulary and concepts throughout the discussion.

## Exploring Mosaics

### Materials: Pictures of mosaics; art materials

- Have students use available resources to search for examples of mosaics. You may wish to make a display of mosaic images students find. Point out to students that some of the mosaics show animals, people, or objects; others are patterns and designs.
- Have students create mosaics of their own. They may wish to use small squares of paper, photos, tiles, or another material to create mosaic pictures or designs. Allow students to share or display their mosaics.

## This Land Is Your Land

### Materials: Trade book *This Land Is Your Land*, words and music by Woody Guthrie and paintings by Kathy Jakobsen; a recording of the song

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

- 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 their home as it is home for people who have lived in the United States for decades.
- If available, play the song for students. 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 this song. Ask students how they think immigrants would feel when listening to and singing this song.
- 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.

### **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. 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.

### **Role-Play a Scene**

- Have students 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.

### **Research Activity: Famous Immigrants**

- Remind students 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.
- Have students 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 United States is a “land of opportunity” because . . .



# Teacher Resources

Grade 2	Knowledge 10
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## Teacher Guide

# Teacher Resources

In this section you will find:







- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

## ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

PP.1 **Assessment**

**Directions:** Cut out the factor strips on this page. As your teacher reads each strip, decide whether the factor shown on the strip is a push factor or a pull factor. Place each factor strip in the correct place on the chart. Glue or tape the factor strip in place.




1 	2 
3 	4 
5 	6 

Knowledge 10 Journeys to America: Land of Opportunity

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

PP.2 **Assessment**

**Push Factors**




3 
4 
5 

Knowledge 10 Journeys to America: Land of Opportunity

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

PP.3 **Assessment**

**Pull Factors**

1 
2 
6 


Knowledge 10 Journeys to America: Land of Opportunity

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

PP.4 **Assessment**

**Directions:** Write these labels in the correct place on the map. Note: Three are names for big areas of land. Two are names for specific places.

East Coast	Midwest	West Coast
Angel Island	Ellis Island	



Knowledge 10 Journeys to America: Land of Opportunity

NAME: \_\_\_\_\_ PP.5 **Activity Page**

DATE: \_\_\_\_\_

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

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

Knowledge 10 Journeys to America: Land of Opportunity

NAME: \_\_\_\_\_ DR.1 **Activity Page**

DATE: \_\_\_\_\_

**Journeys to America: Land of Opportunity Fill-In**

immigrants	opportunity	Angel Island
Ellis Island		Statue of Liberty



















- Many people in foreign lands see the United States as the "land of opportunity."
- People who come to the United States from other countries are called immigrants.
- People coming from Asia arrived at Angel Island.
- People coming from Europe arrived at Ellis Island.
- 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.

Knowledge 10 Journeys to America: Land of Opportunity











NAME: \_\_\_\_\_ DA.1 **Assessment**

DATE: \_\_\_\_\_

-  
-  
-  
-  
-  
-  
-  
-  
-  

Directions: Listen to your teacher's instructions.

Knowledge 10 Journeys to America: Land of Opportunity
















-  
-  
-  
-  
-  

Knowledge 10 Journeys to America: Land of Opportunity

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_









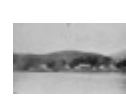


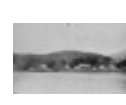


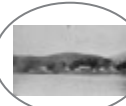
## DA.2 Assessment

Directions: Your teacher is going to ask several questions. After each question, look at the pictures in the row and circle the picture that shows the right answer.

1.			
2.			
3.			
4.			
5.			

Knowledge 10

Knowledge 10 Journeys to America: Land of Opportunity

6.			
7.			
8.			
9.			
10.			

Knowledge 10 Journeys to America: Land of Opportunity

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

## DA.3 Assessment

Directions: Listen to your teacher's instructions.

- What is an immigrant?  
An immigrant is a person who moves to a new country.
- Why do some people leave their home countries and immigrate to another country?  
Answers will vary, but may include the term push factors, and may include examples such as having no jobs or money, being hungry, or being unable to speak their minds in their home country.
- Why did many immigrants settle in large cities?  
Answers will vary, but may include that there were more jobs in the cities, and earlier immigrants often helped newcomers find jobs.

Knowledge 10

Knowledge 10 Journeys to America: Land of Opportunity

- What does it mean to be a citizen of the United States of America?  
Answers will vary, but may include that you are given rights by the U.S. government and have responsibilities that go along with those rights.
- Name one right and one responsibility held by U.S. citizens.  
Answers will vary, but may include rights such as the right to vote, right to a fair trial, right to free speech, right to religious freedom, etc.; and responsibilities such as obeying the law, not doing things that could hurt others, paying taxes, etc.

Knowledge 10 Journeys to America: Land of Opportunity



NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_

CA.1

Activity Page

### ***We the People***

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.

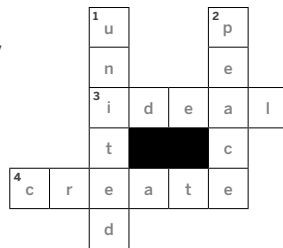
peace      create      united      ideal

#### **Down**

1. an antonym for **divided**
2. a synonym for **tranquility**

#### **Across**

3. a synonym for **perfect**
4. a synonym for **to form**



Knowledge 10

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.

Knowledge 10 Journeys to America: Land of Opportunity

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Knowledge 10

### Correlation—Teacher's Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS 2.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	D10: p. 7, D10: p. 13, D10: p. 21, D10: p. 24, D10: p. 26, D10: p. 34, D10: p. 37, D10: p. 39, D10: p. 47, D10: p. 50, D10: p. 52, D10: p. 60, D10: p. 64, D10: p. 66, D10: p. 75, D10: p. 76, D10: p. 78, D10: p. 80, D10: p. 94, D10: p. 97, D10: p. 99, D10: p. 109, D10: p. 113, D10: p. 115, D10: p. 127, D10: p. 130, D10: p. 132, D10: p. 140, D10: p. 143, D10: p. 145
TEKS 2.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	
TEKS 2.1.C	share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.	D10: p. 7, D10: p. 10, D10: p. 47, D10: p. 50, D10: p. 75, D10: p. 76, D10: p. 86, D10: p. 94, D10: p. 97
TEKS 2.1.D	work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others;	D10: p. 127, D10: p. 138
TEKS 2.1.E	develop social communication such as distinguishing between asking and telling	

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by:

TEKS 2.2.A.i	producing a series of rhyming words;	
TEKS 2.2.A.ii	distinguishing between long and short vowel sounds in one-syllable and multi-syllable words	
TEKS 2.2.A.iii	recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and	
TEKS 2.2.A.iv	manipulating phonemes within base words	

(B) demonstrate and apply phonetic knowledge by:

TEKS 2.2.B.i	decoding words with short, long, or variant vowels, trigraphs and blends	
TEKS 2.2.B.ii	decoding words with silent letters such as <i>knife</i> and <i>gnat</i> ;	
TEKS 2.2.B.iii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	
TEKS 2.2.B.iv	decoding compound words, contractions, and common abbreviations	
TEKS 2.2.B.v	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Knowledge 10

### Correlation—Teacher's Guide

TEKS 2.2.B.vi	decoding words with prefixes including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i>	D10: p. 127, D10: p. 132, D10: p. 137
TEKS 2.2.B.vii	identifying and reading high-frequency words from a research-based list	
(C) demonstrate and apply spelling knowledge by:		
TEKS 2.2.C.i	spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	
TEKS 2.2.C.ii	spelling words with silent letters such as <i>knife</i> and <i>gnat</i> ;	
TEKS 2.2.C.iii	spelling compound words, contractions, and common abbreviations;	
TEKS 2.2.C.iv	spelling multisyllabic words with multiple sound-spelling patterns;	
TEKS 2.2.C.v	spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	
TEKS 2.2.C.vi	spelling words with prefixes, including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i>	
TEKS 2.2.D	alphabetize a series of words and use a dictionary or glossary to find words;	
TEKS 2.2.E	develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 2.3.A	use print or digital resources to determine meaning and pronunciation of unknown words;	D10: p. 75, D10: p. 76, D10: p. 86
TEKS 2.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words	
TEKS 2.3.C	identify the meaning of and use words with affixes <i>un-</i> , <i>re-</i> , <i>-ly</i> , <i>-er</i> , and <i>-est</i> (comparative and superlative), and <i>-ion/tion/sion</i>	
TEKS 2.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	D10: p. 60, D10: p. 66
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 2.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Knowledge 10		Correlation—Teacher's Guide
TEKS 2.5	self-select text and read independently for a sustained period of time.	
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS 2.6.A	establish purpose for reading assigned and self-selected texts;	D10: p. 34, D10: p. 39, D10: p. 47, D10: p. 52, D10: p. 94, D10: p. 99, D10: p. 109, D10: p. 115, D10: p. 127, D10: p. 132, D10: p. 140, D10: p. 145
TEKS 2.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information	
TEKS 2.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures	D10: p. 75, D10: p. 76, D10: p. 78, D10: p. 80
TEKS 2.6.D	create mental images to deepen understanding	
TEKS 2.6.E	make connections to personal experiences, ideas in other texts, and society	D10: p. 7, D10: p. 13, D10: p. 17, D10: p. 21, D10: p. 26, D10: p. 109, D10: p. 115, D10: p. 121
TEKS 2.6.F	make inferences and use evidence to support understanding	D10: p. 34, D10: p. 39, D10: p. 47, D10: p. 52, D10: p. 60, D10: p. 66
TEKS 2.6.G	evaluate details read to determine key ideas	D10: p. 7, D10: p. 13, D10: p. 19, D10: p. 21, D10: p. 26, D10: p. 33, D10: p. 34, D10: p. 46, D10: p. 47, D10: p. 58, D10: p. 60, D10: p. 66, D10: p. 73, D10: p. 75, D10: p. 76, D10: p. 80, D10: p. 86, D10: p. 109, D10: p. 115, D10: p. 127, D10: p. 132, D10: p. 140, D10: p. 145
TEKS 2.6.H	synthesize information to create new understanding	D10: p. 140, D10: p. 152
TEKS 2.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	D10: p. 127, D10: p. 130
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS 2.7.A	describe personal connections to a variety of sources	
TEKS 2.7.B	write brief comments on literary or informational texts that demonstrate an understanding of the text	D10: p. 7, D10: p. 19, D10: p. 21, D10: p. 33, D10: p. 34, D10: p. 46, D10: p. 47, D10: p. 58, D10: p. 60, D10: p. 73, D10: p. 75, D10: p. 76, D10: p. 86, D10: p. 127, D10: p. 138
TEKS 2.7.C	use text evidence to support an appropriate response	D10: p. 34, D10: p. 39, D10: p. 60, D10: p. 66, D10: p. 140, D10: p. 145
TEKS 2.7.D	retell and paraphrase texts in ways that maintain meaning and logical order	D10: p. 21, D10: p. 33
TEKS 2.7.E	interact with sources in meaningful ways such as illustrating or writing	
TEKS 2.7.F	respond using newly acquired vocabulary as appropriate	D10: p. 7, D10: p. 13, D10: p. 21, D10: p. 26, D10: p. 34, D10: p. 39, D10: p. 47, D10: p. 52, D10: p. 75, D10: p. 76, D10: p. 80, D10: p. 94, D10: p. 99, D10: p. 109, D10: p. 115, D10: p. 140, D10: p. 145
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS 2.8.A	discuss topics and determine theme using text evidence with adult assistance	D10: p. 47, D10: p. 52
TEKS 2.8.B	describe the main character's (characters') internal and external traits	

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

### Knowledge 10

### Correlation—Teacher's Guide

TEKS 2.8.C	describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	
TEKS 2.8.D	describe the importance of the setting	
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
TEKS 2.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales	
TEKS 2.9.B	explain visual patterns and structures in a variety of poems	
TEKS 2.9.C	discuss elements of drama such as characters, dialogue, and setting	
(D) recognize characteristics and structures of informational text, including:		
TEKS 2.9.D.i	the central idea and supporting evidence with adult assistance	D10: p. 94, D10: p. 99
TEKS 2.9.D.ii	features and graphics to locate and gain information	D10: p. 7, D10: p. 13, D10: p. 21, D10: p. 26, D10: p. 94, D10: p. 99
TEKS 2.9.D.iii	organizational patterns such as chronological order and cause and effect stated explicitly	
(E) recognize characteristics of persuasive text, including:		
TEKS 2.9.E.i	the central idea and supporting evidence with adult assistance	
TEKS 2.9.E.ii	distinguishing facts from opinion	
TEKS 2.9.F	recognize characteristics of multimodal and digital texts	
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
TEKS 2.10.A	discuss the author's purpose for writing text	
TEKS 2.10.B	discuss how the use of text structure contributes to the author's purpose	
TEKS 2.10.C	discuss the author's use of print and graphic features to achieve specific purposes	
TEKS 2.10.D	discuss the use of descriptive, literal, and figurative language	D10: p. 60, D10: p. 73
TEKS 2.10.E	identify the use of first or third person in a text	
TEKS 2.10.F	identify and explain the use of repetition	
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS 2.11.A	plan a first draft by generating ideas for writing such as drawing and brainstorming	D10: p. 94, D10: p. 107
(B) develop drafts into a focused piece of writing by:		
TEKS 2.11.B.i	organizing with structure; and	D10: p. 109, D10: p. 124
TEKS 2.11.B.ii	developing an idea with specific and relevant details	D10: p. 109, D10: p. 124

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TEKS 2.11.C	revise drafts by adding, deleting, or rearranging words, phrases or sentences	
(D) edit drafts using standard English conventions, including:		
TEKS 2.11.D	edit drafts using standard English conventions	
TEKS 2.11.D.i	complete sentences with subject-verb agreement.	
TEKS 2.11.D.ii	past, present, and future verb tense	
TEKS 2.11.D.iii	singular, plural, common, and proper nouns	
TEKS 2.11.D.iv	adjectives, including articles	D10: p. 47, D10: p. 58
TEKS 2.11.D.v	adverbs that convey time and adverbs that convey place;	
TEKS 2.11.D.vi	prepositions and prepositional phrases	
TEKS 2.11.D.vii	pronouns, including subjective, objective, and possessive cases	
TEKS 2.11.D.viii	coordinating conjunctions to form compound subjects and predicates	
TEKS 2.11.D.ix	capitalization of months, days of the week, and the salutation and conclusion of a letter;	
TEKS 2.11.D.x	end punctuation, apostrophes in contractions, and commas with items in a series and in dates;	
TEKS 2.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;	
TEKS 2.11.E	publish and share writing	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 2.12.A	compose literary texts, including personal narratives and poetry	
TEKS 2.12.B	compose informational texts, including procedural texts and reports; and	
TEKS 2.12.C	compose correspondence such as thank you notes or letters	D10: p. 94, D10: p. 107, D10: p. 109, D10: p. 124
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 2.13.A	generate questions for formal and informal inquiry with adult assistance	
TEKS 2.13.B	develop and follow a research plan with adult assistance	
TEKS 2.13.C	identify and gather relevant sources and information to answer the questions	D10: p. 7, D10: p. 19
TEKS 2.13.D	identify primary and secondary sources	
TEKS 2.13.E	demonstrate understanding of information gathered	D10: p. 140, D10: p. 152
TEKS 2.13.F	cite sources appropriately	
TEKS 2.13.G	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	

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(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	D10: p. 54
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	D10: p. 44, D10: p. 50, D10: p. 58, D10: p. 65, D10: p. 105
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	D10: p. 54, D10: p. 79

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	D10: p. 65, D10: p. 79, D10: p. 105
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	D10: p. 86

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ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main point, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking note	D10: p. 97
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	D10: p. 37
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	D10: p. 152
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	D10: p. 12, D10: p. 84, D10: p. 130, D10: p. 135, D10: p. 143



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ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	D10: p. 86, D10: p. 97
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	D10: p. 44, D10: p. 50
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	D10: p. 31, D10: p. 113, D10: p. 121, D10: p. 148
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	D10: p. 17, D10: p. 24, D10: p. 71
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	D10: p. 17, D10: p. 31, D10: p. 33, D10: p. 44, D10: p. 46, D10: p. 50, D10: p. 71, D10: p. 74, D10: p. 113, D10: p. 143, D10: p. 148

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ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	D10: p. 113
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	D10: p. 58
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	D10: p. 19
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	D10: p. 33, D10: p. 46, D10: p. 74, D10: p. 108, D10: p. 124, D10: p. 139

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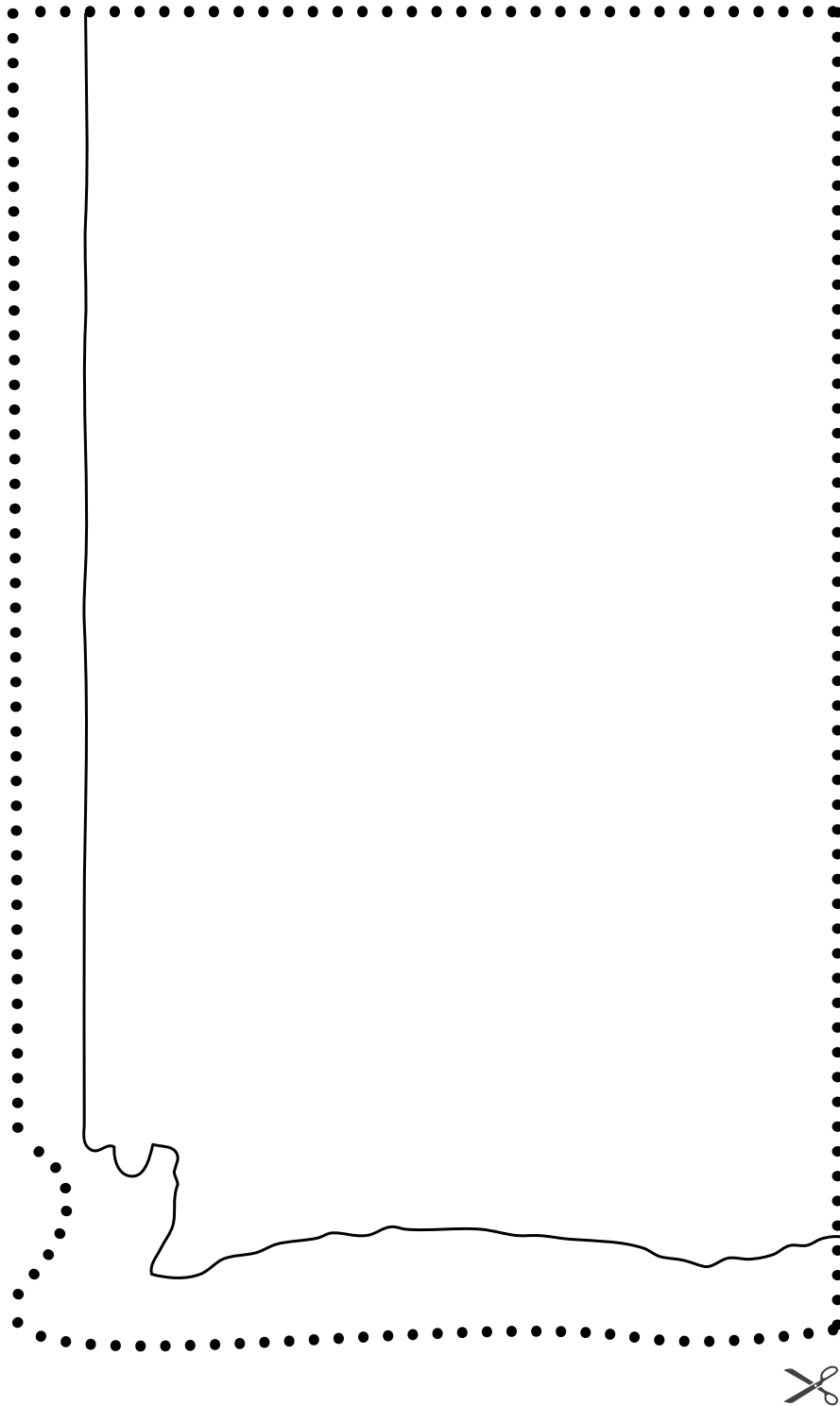
Printed in the USA  
01 LSCOW 2021

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.1

Directions: Write a few sentences, sharing facts learned about immigration.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Dear Family Member,**

During the next several days, your student will begin learning about some of the pivotal years in U.S. immigration history, the mid-1800s to the early 1900s. They will learn about a few 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 United States in particular. They will also learn about the national motto, *e pluribus unum* (out of many, one), why many immigrants chose to settle in cities, and what life was like for those immigrants.

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about U.S. immigration in the late nineteenth century.

**1. Statue of Liberty**

Talk with your student 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 student draw and/or write about the Statue of Liberty. Ask questions to encourage your student to use the vocabulary learned at school as they draw or write.

**2. Song: “This Land Is Your Land”**

Listen to the song “This Land Is Your Land” with your student. Discuss what this song means and how it can relate to immigration.

**3. Read Aloud Each Day**

It is very important that you read with your student every day. There should be time to read to your student and also time to listen to your student read to you.



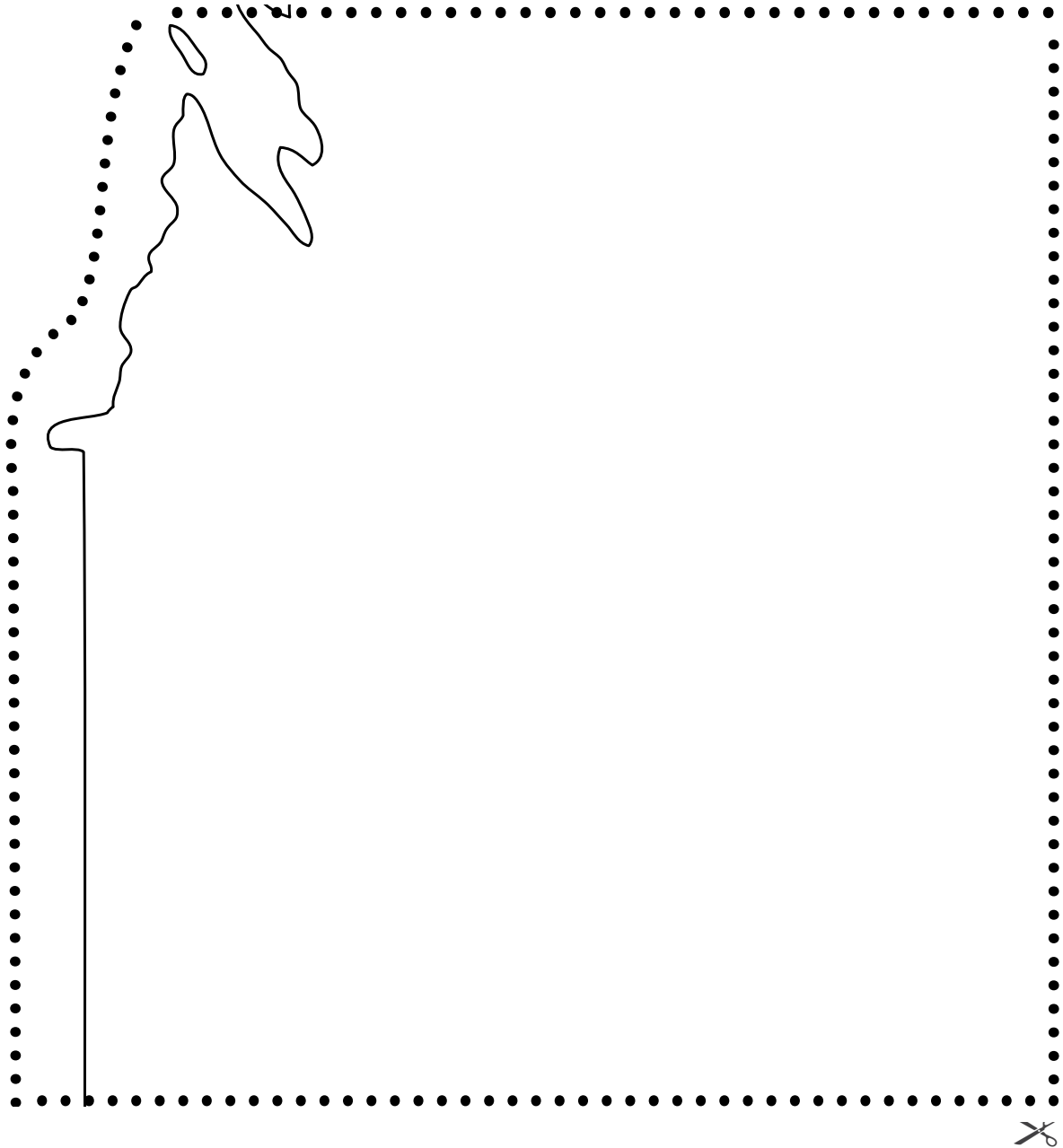
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.1

Activity Page

Directions: Write a few sentences sharing facts learned about immigration.





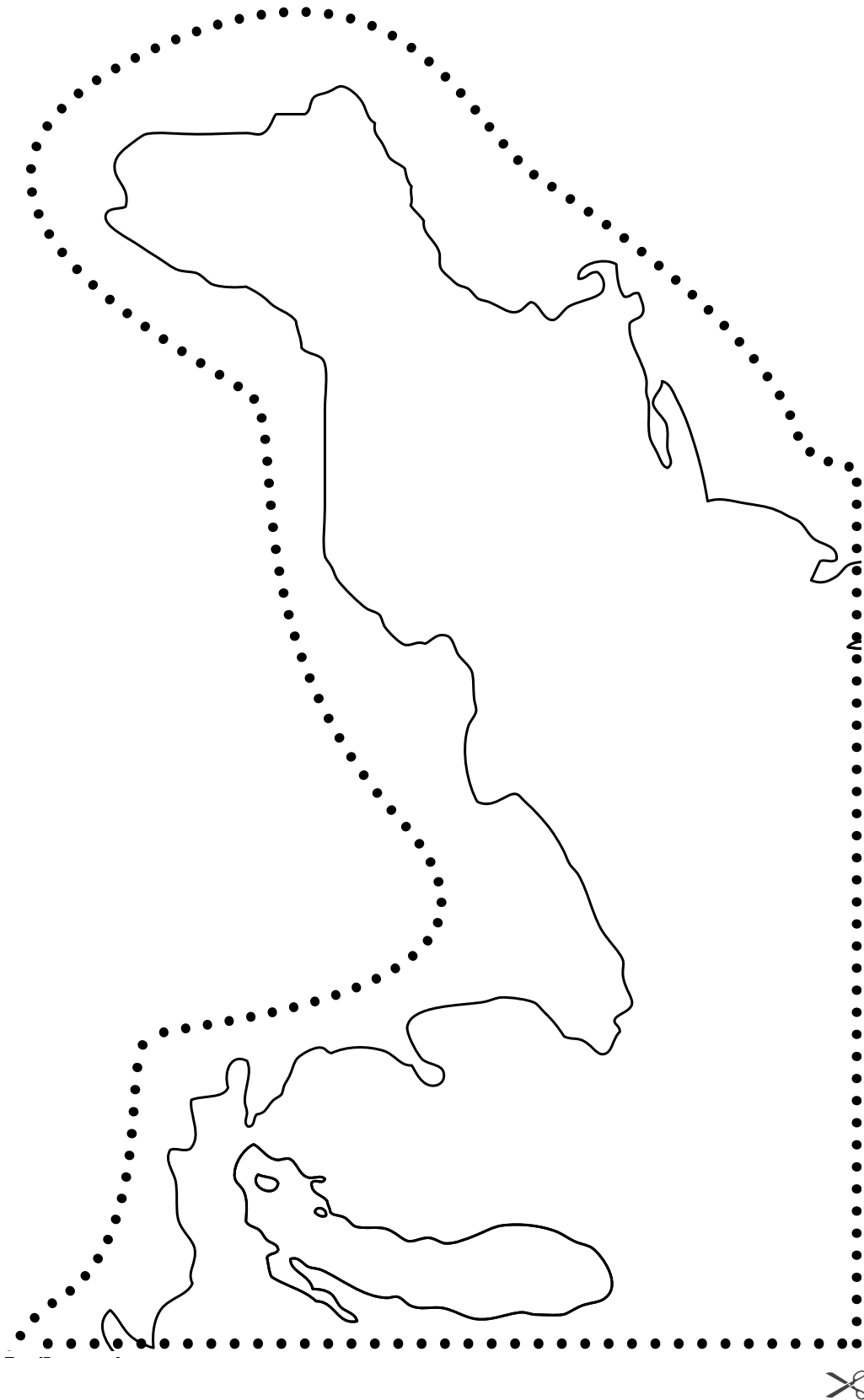
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.1

Activity Page

Directions: Write a few sentences sharing facts learned about immigration.







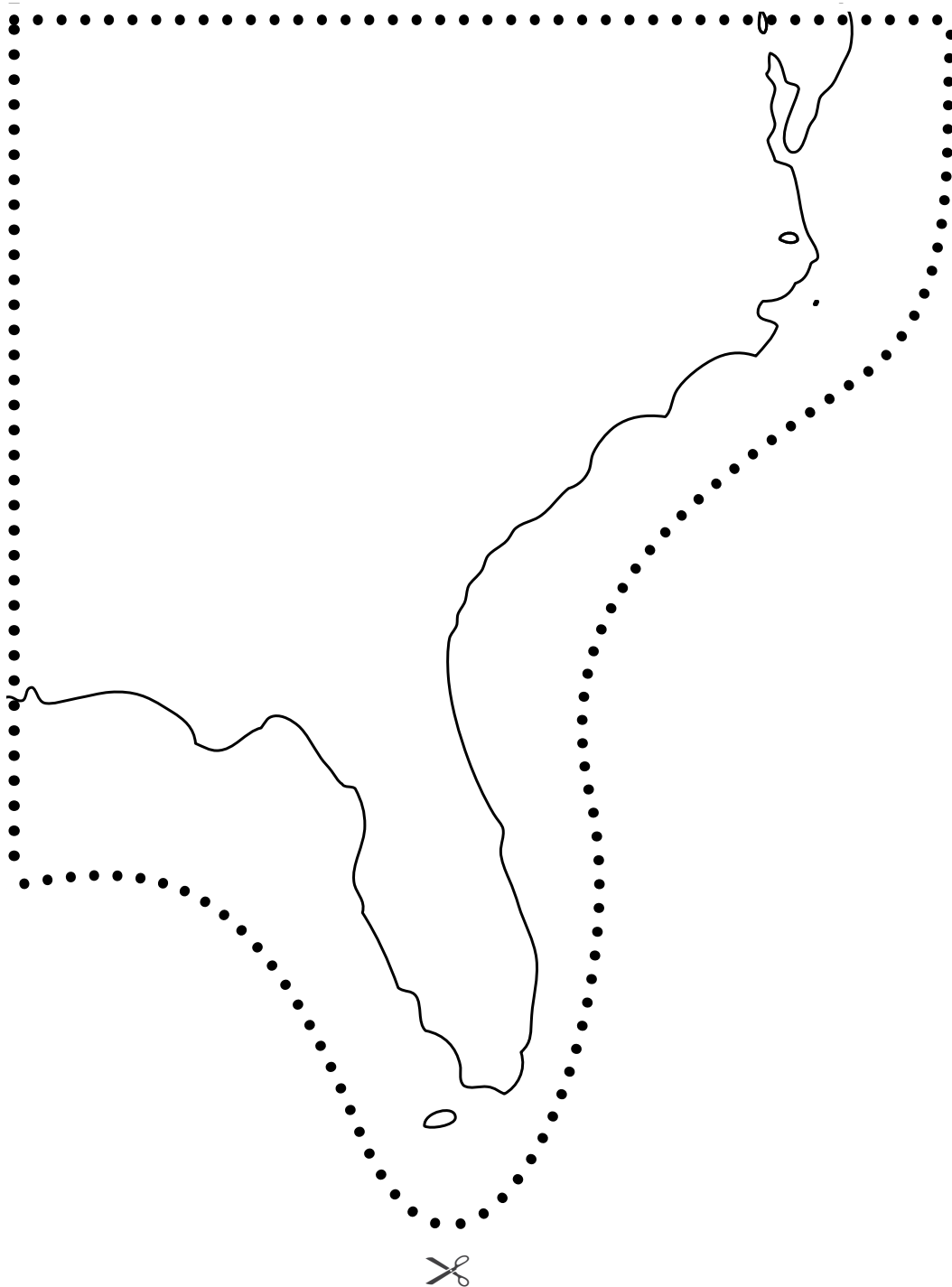
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.1

Activity Page

Directions: Write a few sentences sharing facts learned about immigration.





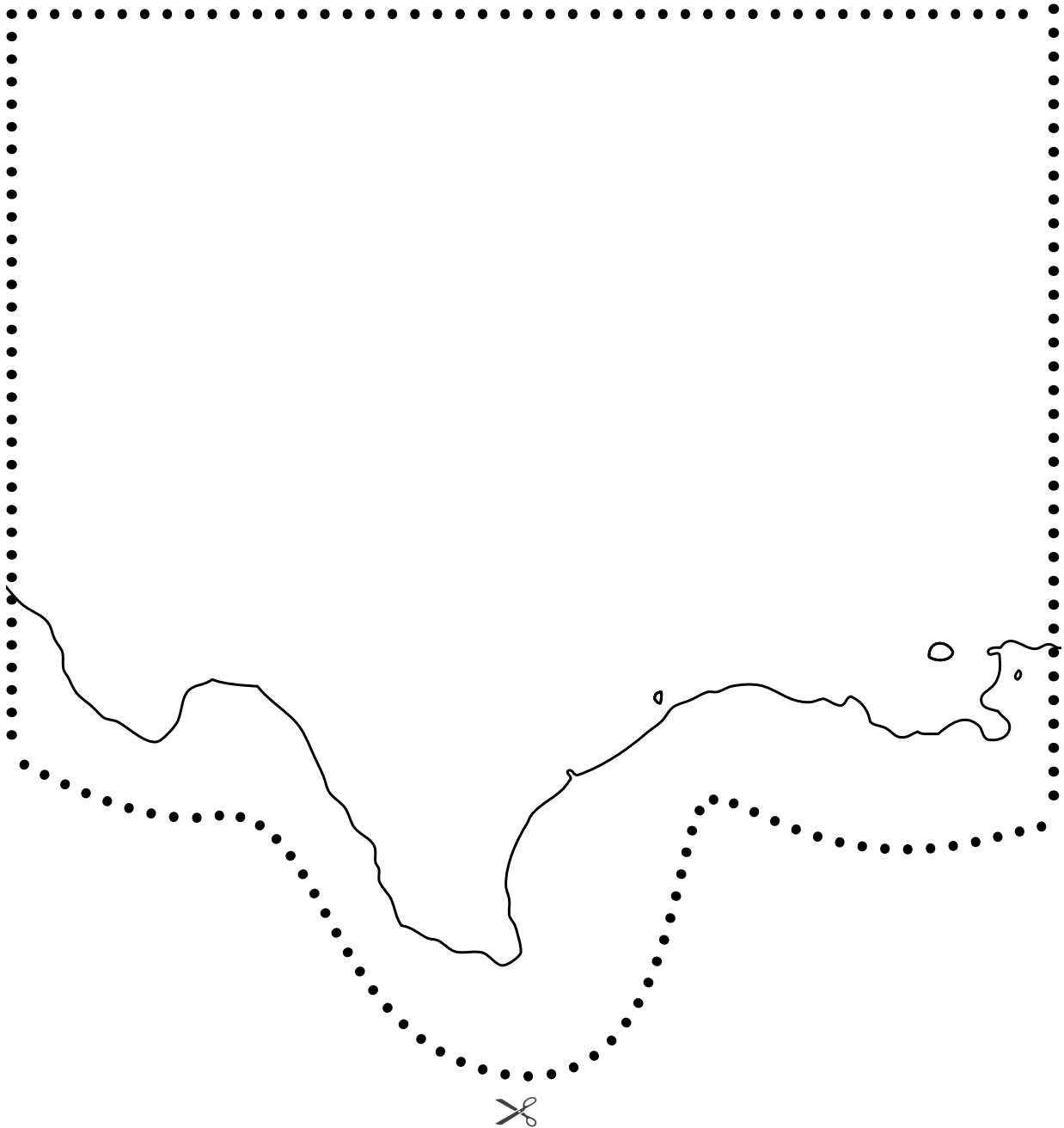
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.1

Activity Page

Directions: Write a few sentences sharing facts learned about immigration.





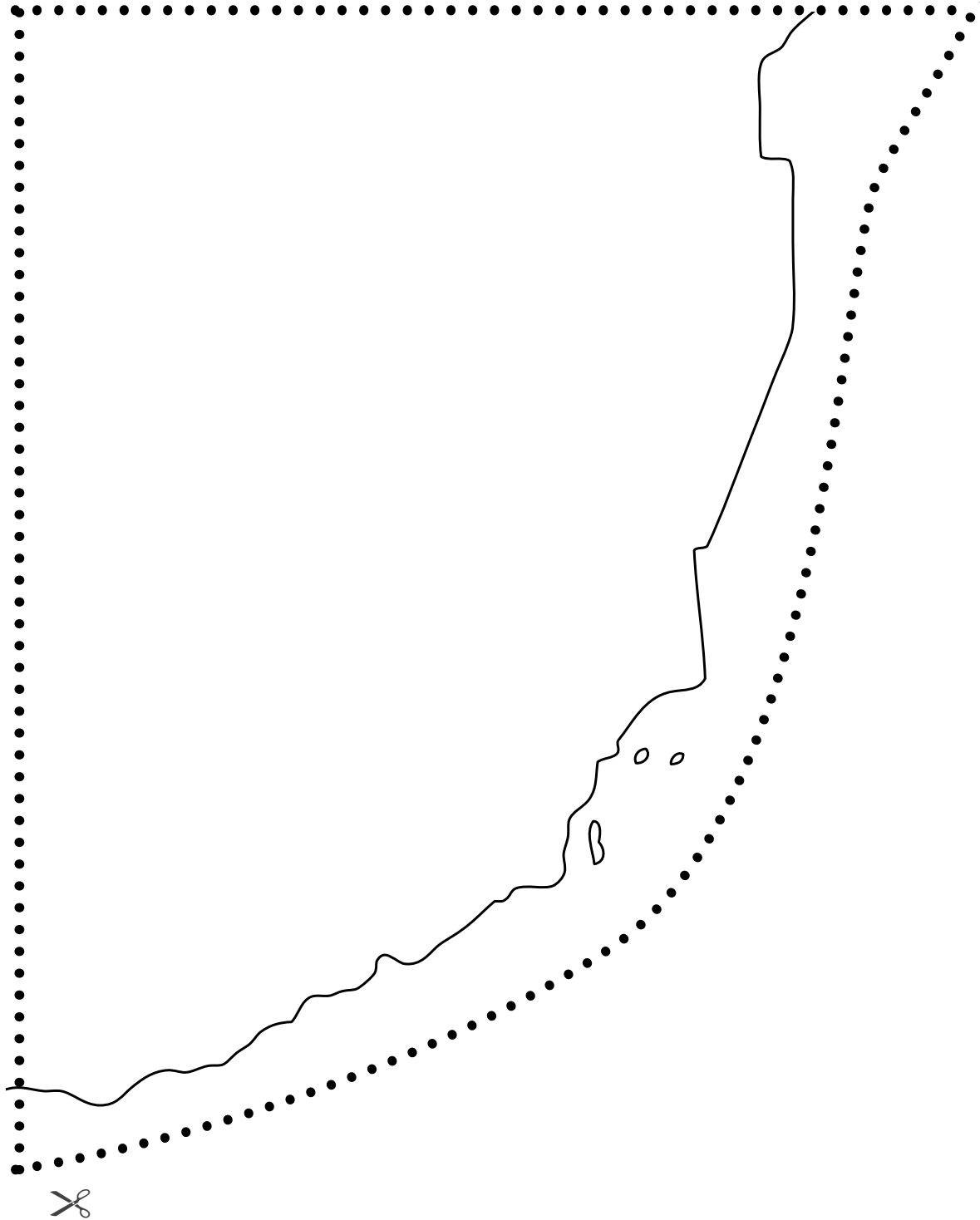
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6.1

Activity Page

Directions: Write a few sentences sharing facts learned about immigration.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.1

Assessment

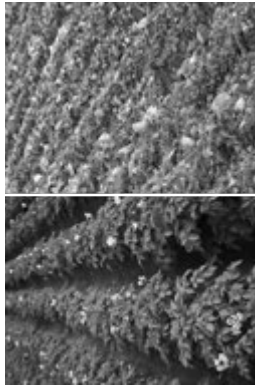
Directions: Cut out the factor strips on this page. As your teacher reads each strip, decide whether the factor shown on the strip is a push factor or a pull factor. Place each factor strip in the correct place on the chart. Glue or tape the factor strip in place.



Marie's parents and others found jobs in America.



Lars and Karin could own land in America so they could farm.



People were hungry due to the potato blight in Ireland.



Charles Steinmetz was afraid to speak about his ideas in Germany.



The Pilgrims were not free to practice their religion in their own way in England.



Chinese immigrants hoped for gold and wealth in America.







NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.2

Assessment

## ***Push Factors***

*Directions: Cut out the factor strips on Activity Page PP.1. As your teacher reads each strip, decide whether the factor shown on the strip is a push factor or a pull factor. Place each factor strip in the correct place on the chart. Glue or tape the factor strip in place.*




NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.3

Assessment

Directions: Cut out the factor strips on Activity Page PP.1. As your teacher reads each strip, decide whether the factor shown on the strip is a push factor or a pull factor. Place each factor strip in the correct place on the chart. Glue or tape the factor strip in place.

### ***Pull Factors***




NAME: \_\_\_\_\_

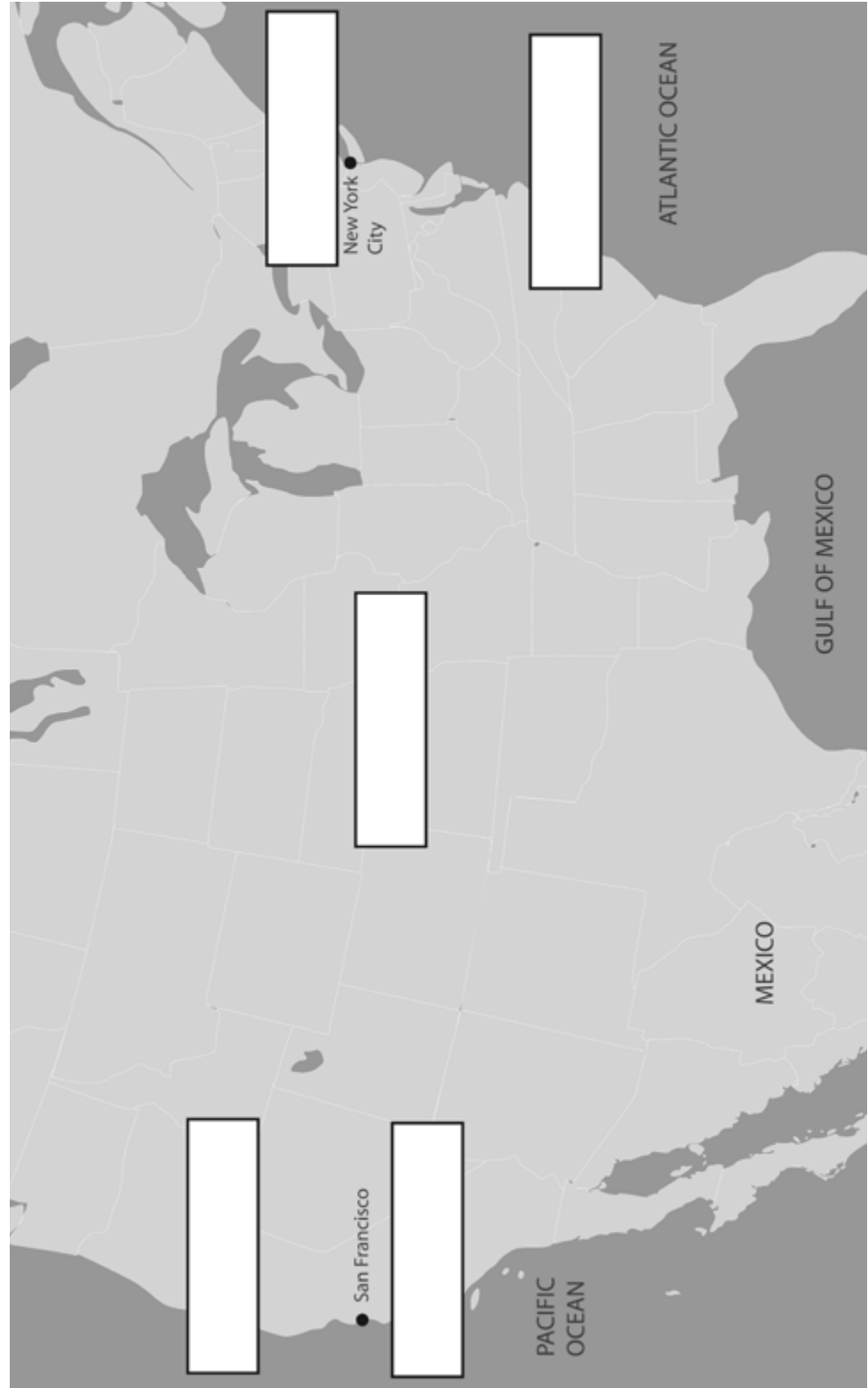
DATE: \_\_\_\_\_

PP.4

Assessment

Directions: Write these labels in the correct place on the map. Note: Three are names for big areas of land. Two are names for specific places.

<b>East Coast</b>	<b>Angel Island</b>	<b>Midwest</b>
<b>Ellis Island</b>		<b>West Coast</b>





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

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





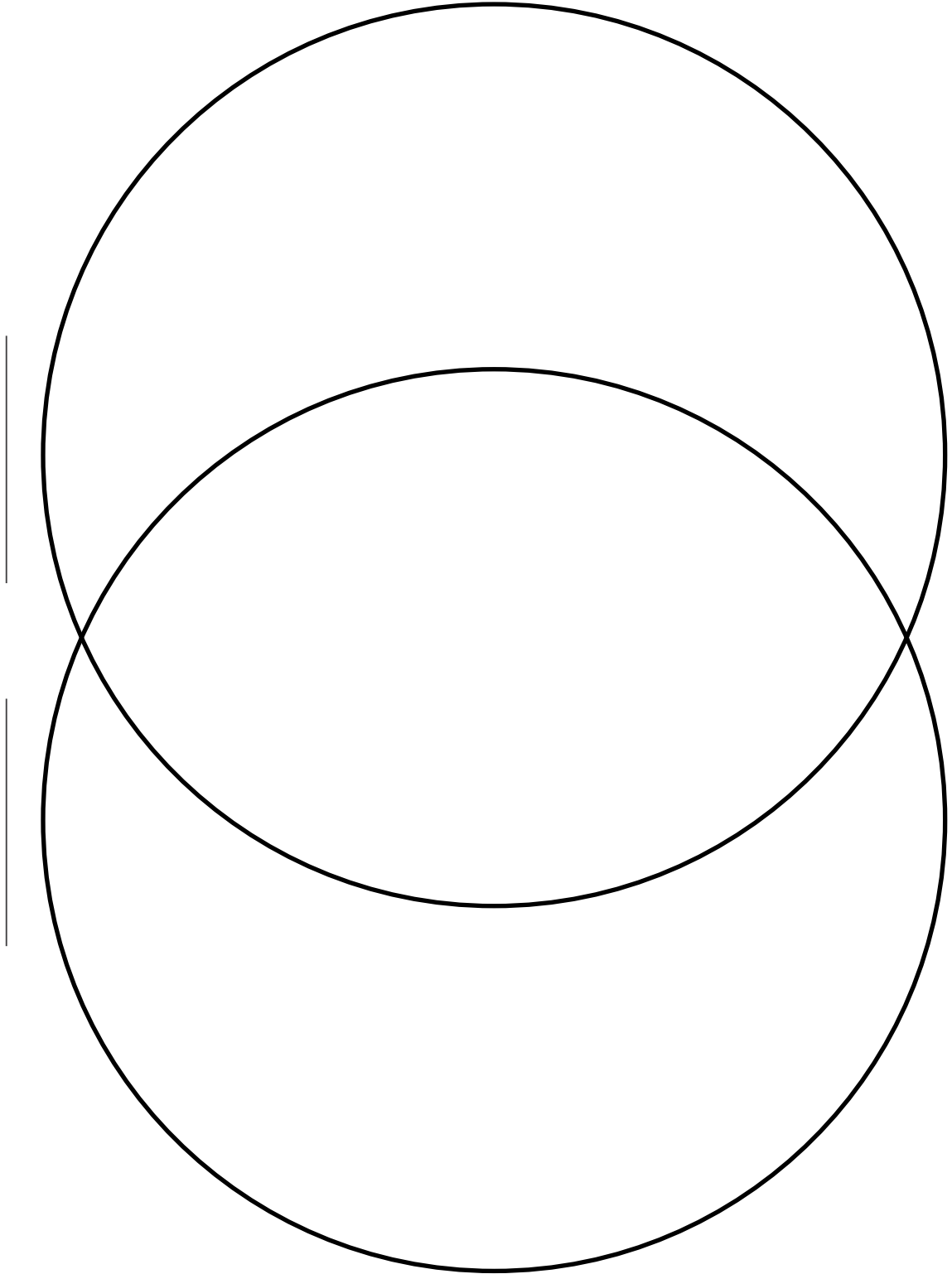
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.6

Activity Page

Directions: On the line over each circle, write the name of each of the two things being compared and contrasted. Write how the two things you are comparing are alike in the overlapping part of the Venn diagram. Write how the two things you are contrasting are different in the non-overlapping part of each circle.



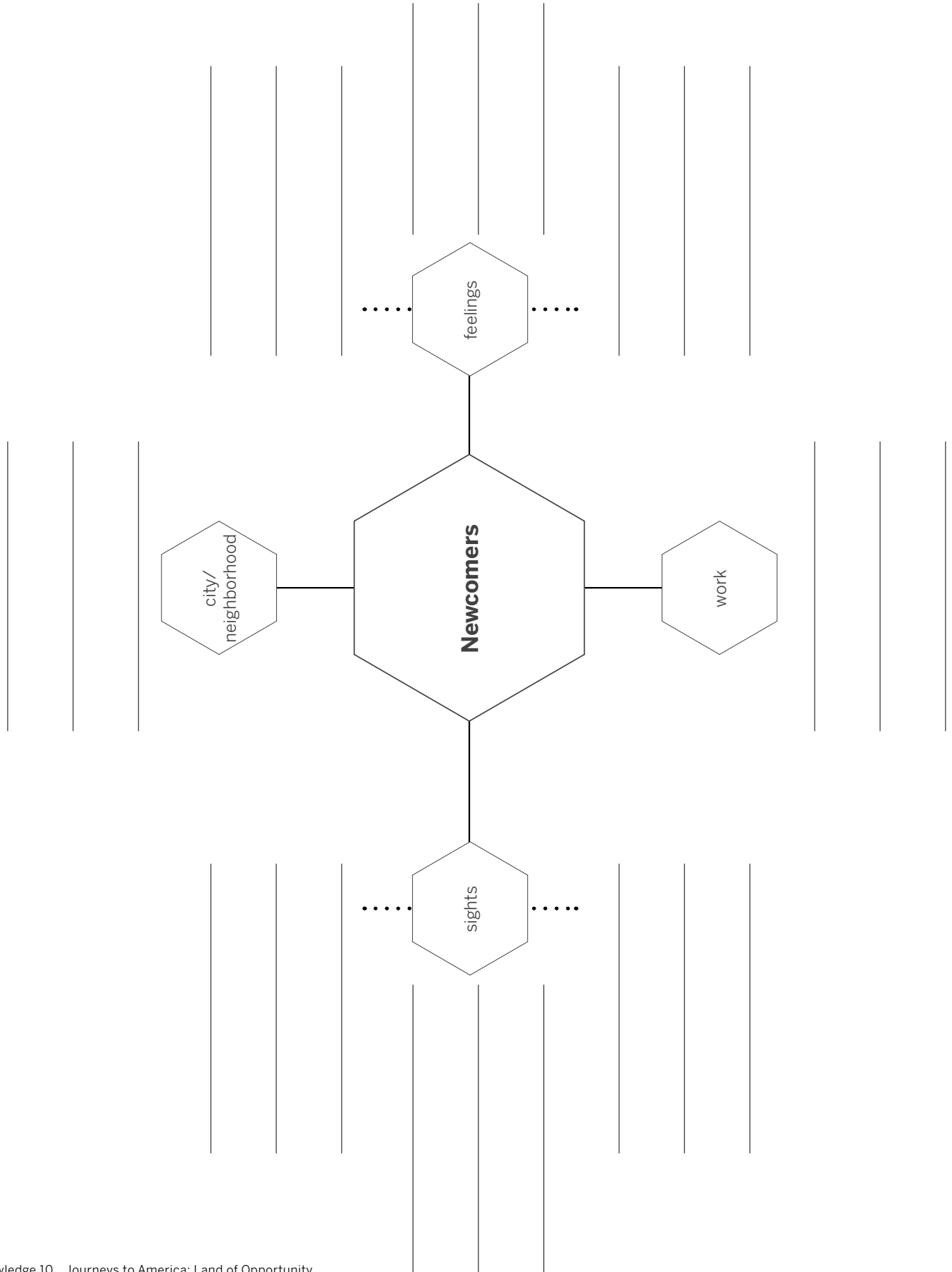


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7.1

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: \_\_\_\_\_

DATE: \_\_\_\_\_

8.1

Activity Page

Month

Day

Year

**1. Date**

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**2. Salutation**

Dear \_\_\_\_\_,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. Body**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4. Closing**

Your Friend,

**5. Signature**

\_\_\_\_\_

Directions: Pretend you are an immigrant in the United States. Write a friendly letter to your friends and/or family in your homeland. Remember to include the five parts of a friendly letter.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Dear Family Member,**

Today your student learned how an immigrant can become a naturalized citizen. This Read-Aloud is the first of three Read-Alouds that discuss citizenship in the United States and what it means to be a citizen. They will learn some basic facts about the Constitution and the Bill of Rights, some basic functions of the government, and about the “Father of the Constitution,” James Madison. They 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 student is learning about U.S. citizenship.

**1. The Constitution and the Bill of Rights**

Have your student share with you what they have learned about the Constitution, the highest law of the United States, and the Bill of Rights. Have your student tell you why these documents are so important to the United States. You may wish to discuss with your student what the United States might be like if these documents did not exist.

**2. James Madison**

Talk with your student about this important historical figure. Ask your student what role Madison had in creating the Constitution and the Bill of Rights. Have your student share what other roles James Madison played in the U.S. government.

**3. Song: “The Star-Spangled Banner”**

Listen to the song “The Star-Spangled Banner” with your student. 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 student any memorable experiences you have had singing or listening to “The Star-Spangled Banner.”



#### 4. Words to Use

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

- *responsibilities*—Responsibilities are things a person is in charge of doing and depended on to carry out.
- *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.”

#### 5. Read Aloud Each Day

It is very important that you read with your student every day. Set aside time to read to your student and also time to listen to your student read to you.

Be sure to let your student know how much you enjoy hearing what they have learned at school.

NAME: \_\_\_\_\_

DR.1

Activity Page

DATE: \_\_\_\_\_

### ***Journeys to America: Land of Opportunity Fill-In***

<b>immigrants</b>	<b>opportunity</b>	<b>Angel Island</b>
<b>Ellis Island</b>		<b>Statue of Liberty</b>

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.



NAME: \_\_\_\_\_

DA.1

Assessment

DATE: \_\_\_\_\_

1.



2.



3.



4.



5.



6.



7.






8.



9.



Directions: Listen to your teacher's instructions.

10.		
11.		
12.		
13.		
14.		

NAME: \_\_\_\_\_

DA.2

Assessment

DATE: \_\_\_\_\_

Directions: Your teacher is going to ask several questions. After each question, look at the pictures in the row and circle the picture that shows the right answer.

1.



2.



3.



4.



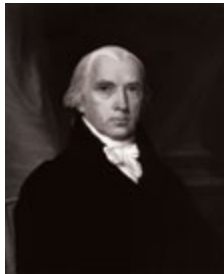
5.



6.



7.



8.



9.



10.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

DA.3

Assessment

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?

---

---

---

---

Directions: Listen to your teacher's instructions.



4. What does it mean to be a citizen of the United States of America?

---

---

---

---

---

5. Name one right and one responsibility held by U.S. citizens.

---

---

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

CA.1

Activity Page

## We the People

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

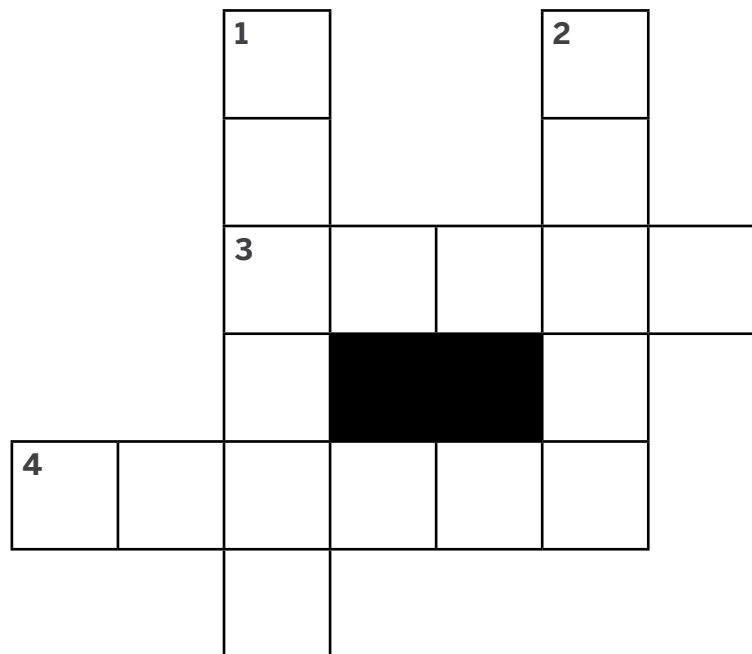
ideal

### 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.



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**Grade 2 | Knowledge 10 | Activity Book**  
**Journeys to America: Land of Opportunity**

ISBN 9781643837086



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Grade 2

# Knowledge 10 | Flip Book

**Journeys to America: Land of Opportunity**



Grade 2

Knowledge 10

# Journeys to America: Land of Opportunity

**Flip Book**

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These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

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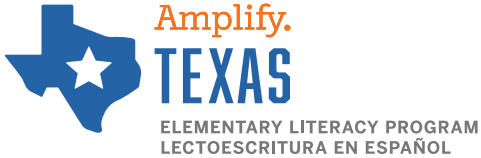
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## **Flip Book Introduction**

This Flip Book contains images that accompany the Teacher Guide for *Journeys to America: Land of Opportunity*. The images are in sequential order. Each image is identified by its lesson number, Read-Aloud letter (A or B), and the number of the image within the particular Read-Aloud. For example, the first image in Read-Aloud 1A is numbered 1A-1. Once you have worked your way through the book to the last page, you will flip the entire book over to view the second half of the images.

Depending on your classroom configuration, you may need to have students sit closer to the flip book in order to see the images clearly.































TRUST

ONE

114



ONE

1A-8

ONE





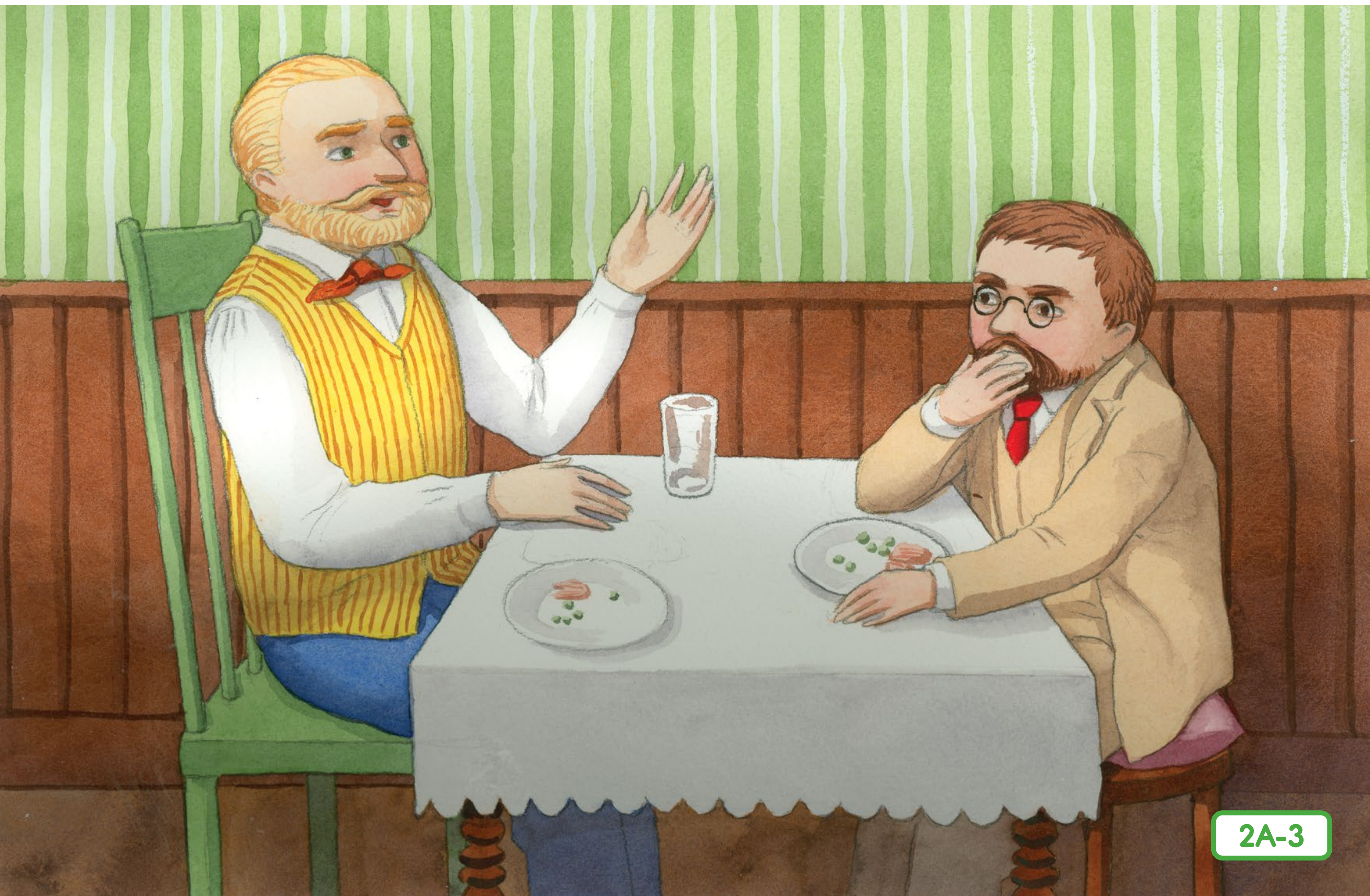




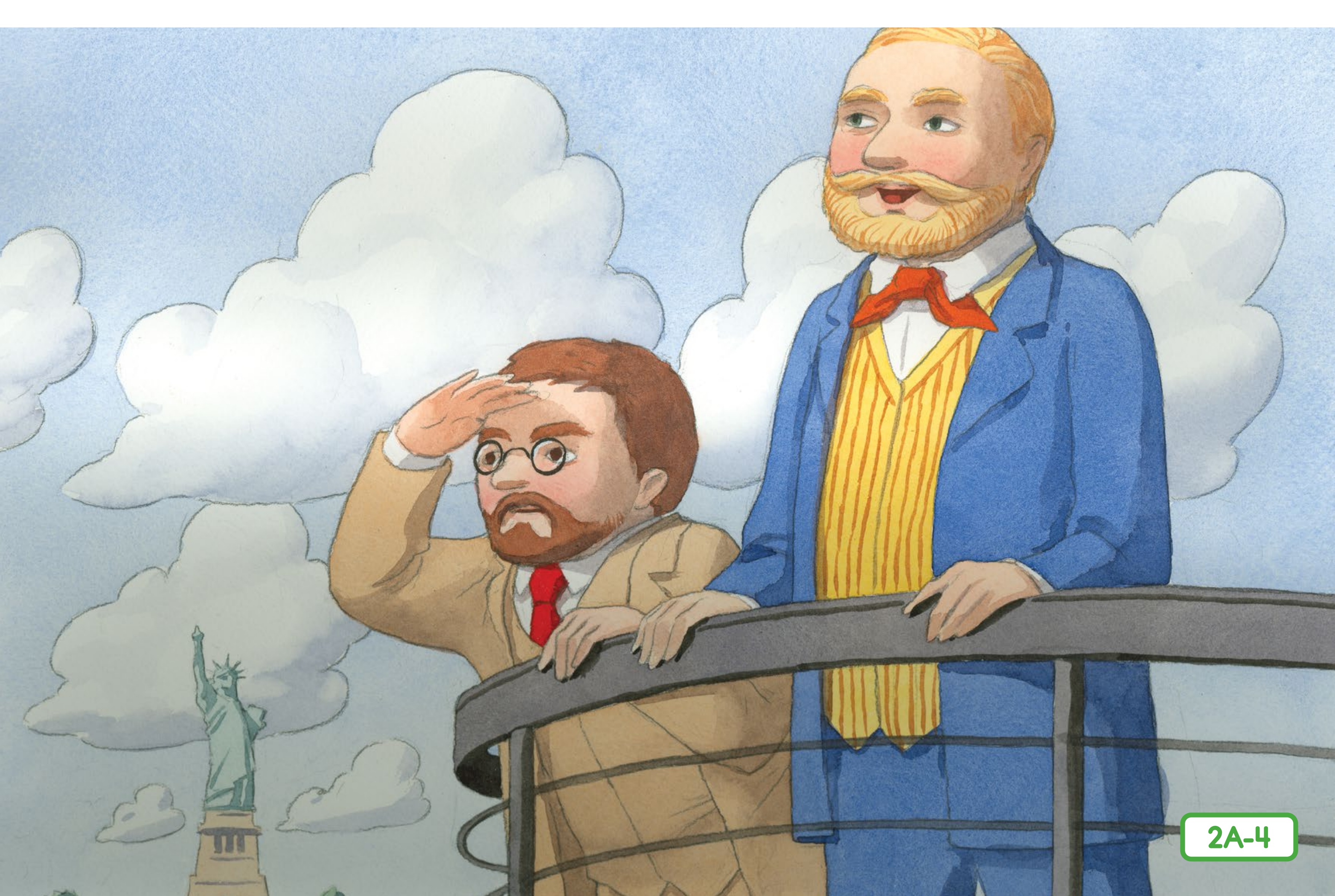












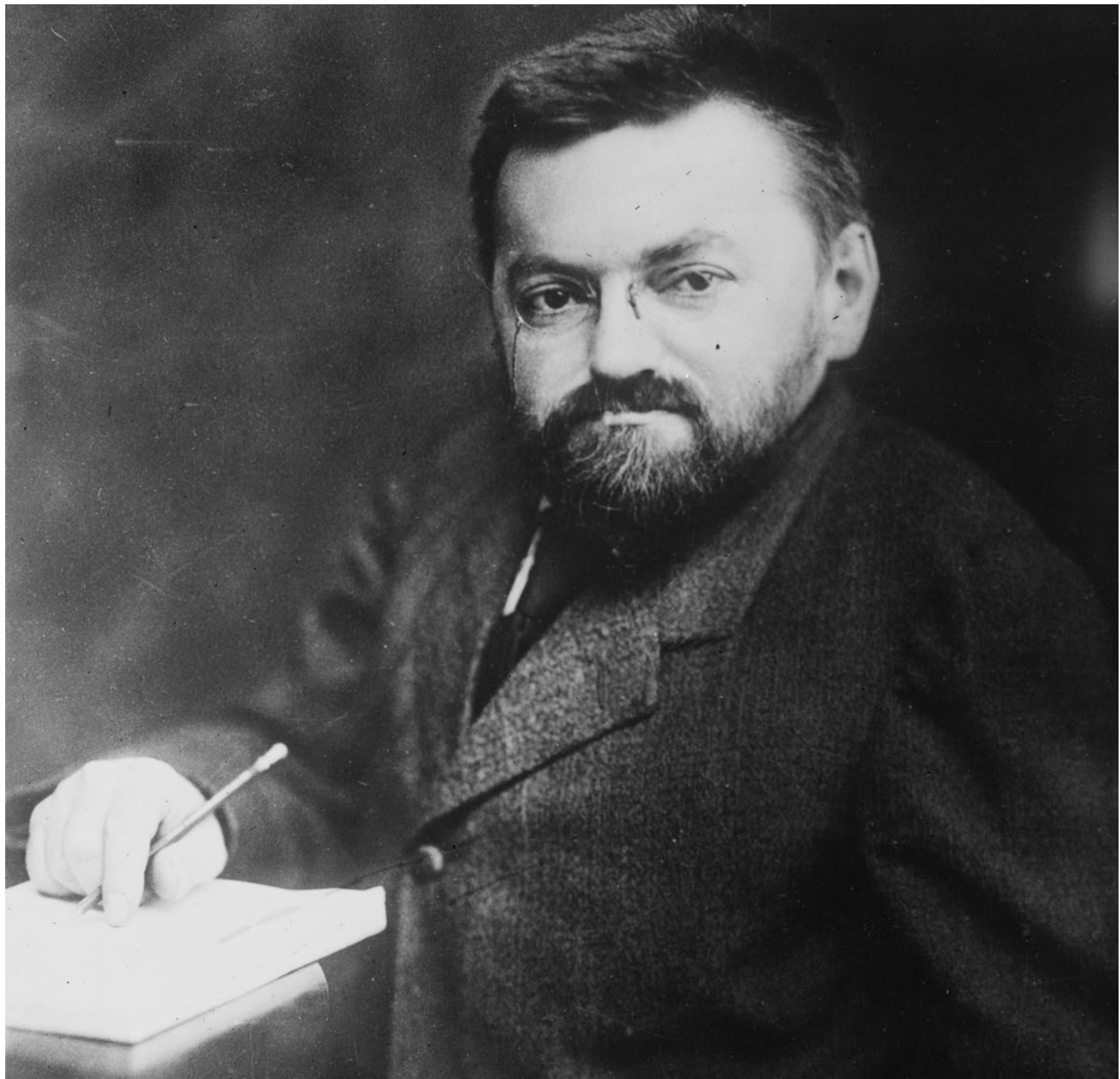












2A-7



2A-8









































3A-9





4A-1

























































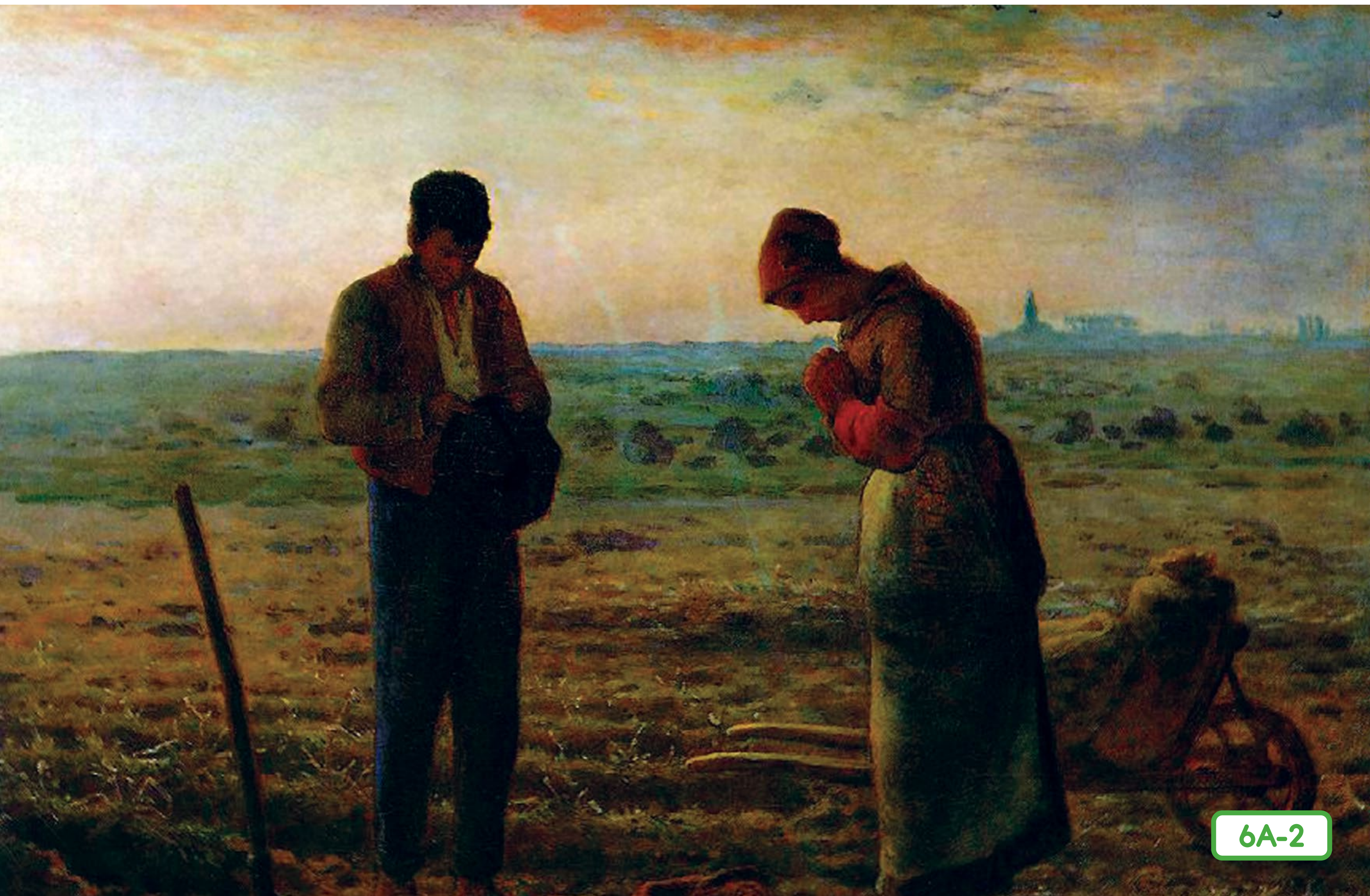
















6A-3



































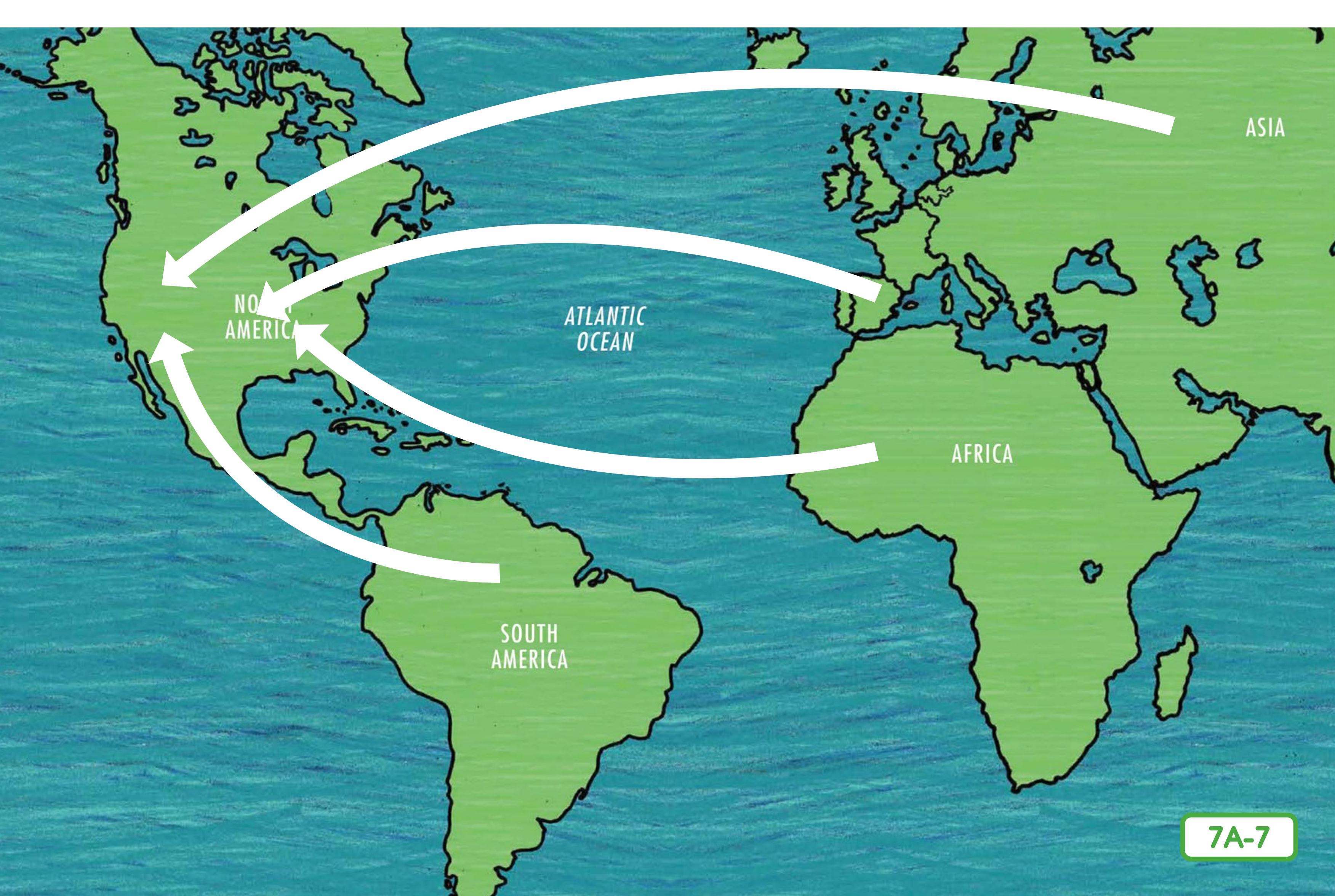


7A-5





























7A-12













8A-3































# Congress OF THE United States

begun and held at the City of New York, on  
Wednesday the fourth of March, one thousand seven hundred and eighty nine

**THE** Conventions of a number of the States, having at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best ensure the beneficent ends of its institution  
**RESOLVED** by the Senate and House of Representatives of the United States of America, in Congress assembled, two thirds of both Houses concurring that the following Articles be proposed to the Legislatures of the several States, as amendments to the Constitution of the United States, all or any of which Articles, when ratified by three fourths of the said Legislatures, to be valid to all intents and purposes, as part of the said Constitution: viz<sup>t</sup>

**ARTICLES** in addition to, and Amendment of the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the several States, pursuant to the fifth Article of the original Constitution.

**Article the first.**.... After the first enumeration required by the first Article of the Constitution, there shall be one Representative for every thirty thousand, until the number shall amount to one hundred, after which, the proportion shall be so regulated by Congress, that there shall be not less than one hundred Representatives, nor less than one Representative for every forty thousand persons, until the number of Representatives shall amount to two hundred, after which the proportion shall be so regulated by Congress that there shall not be less than two hundred Representatives, nor more than one Representative for every fifty thousand persons.

**Article the second.**.... No law, varying the compensation for the services of the Senators and Representatives, shall take effect, until an election of Representatives shall have intervened.

**Article the third.**.... Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances

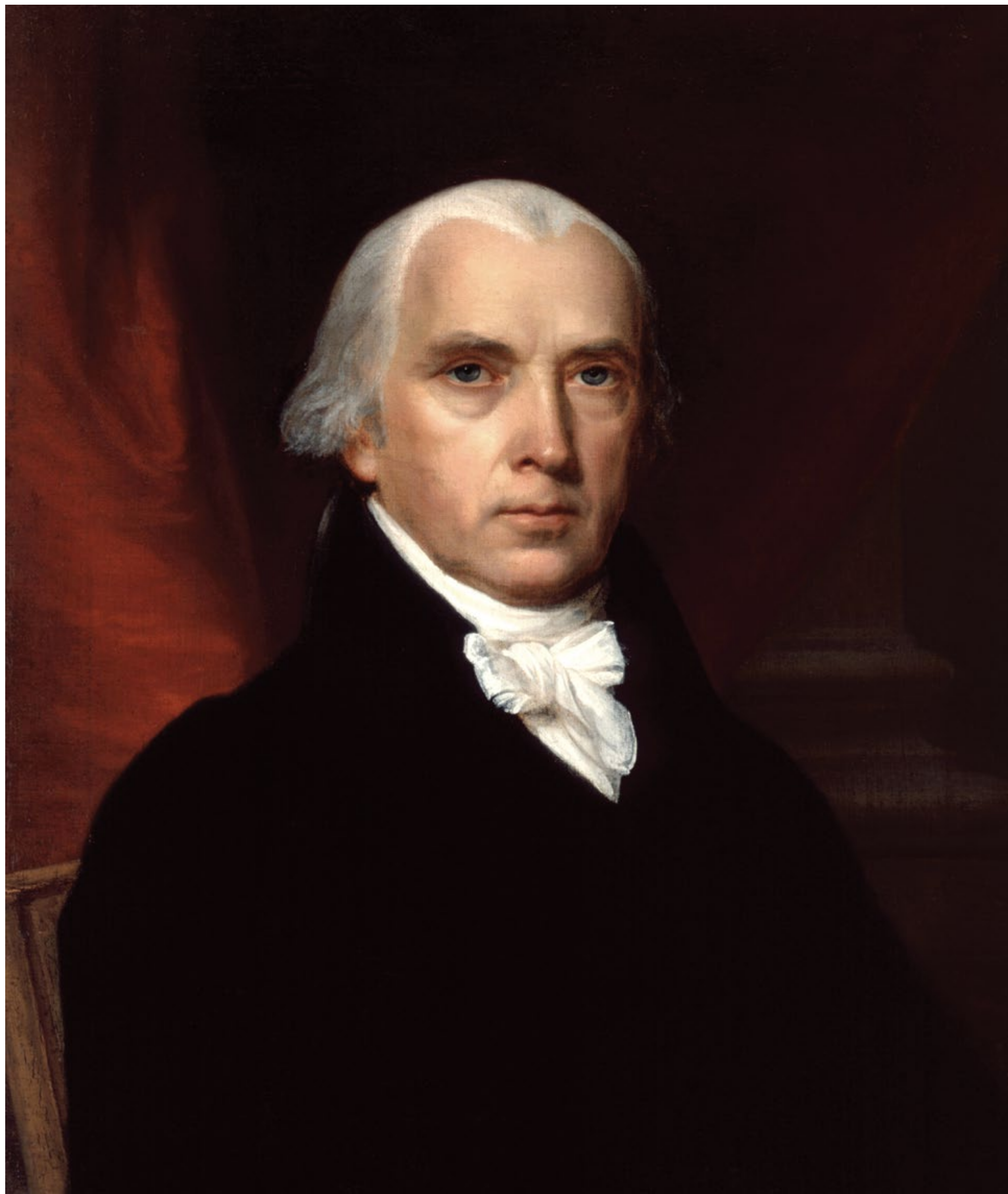
**Article the fourth.**.... A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear arms, shall not be infringed.

**Article the fifth.**.... No Soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

**Article the sixth.**.... The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

**Article the seventh.**.... No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the

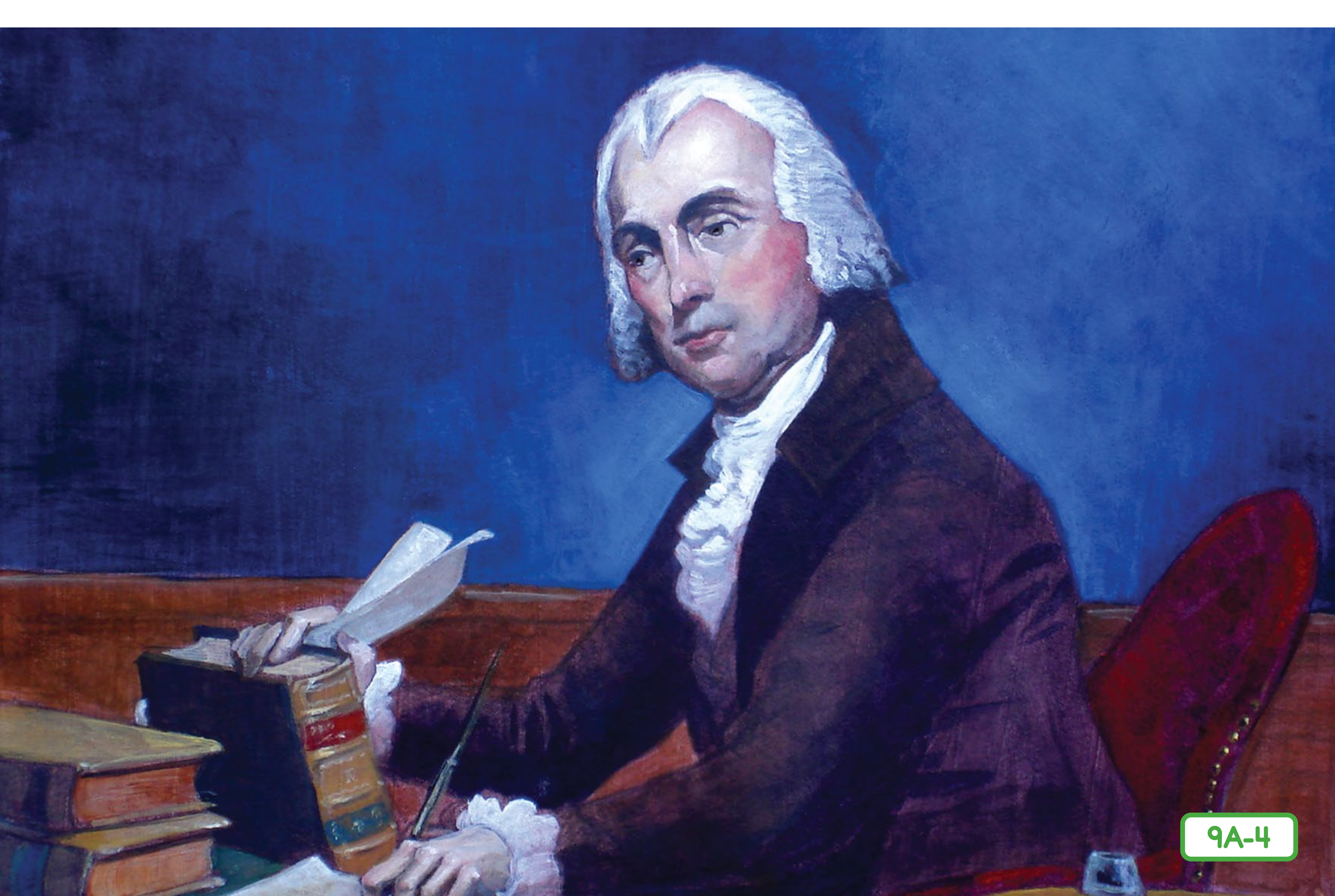




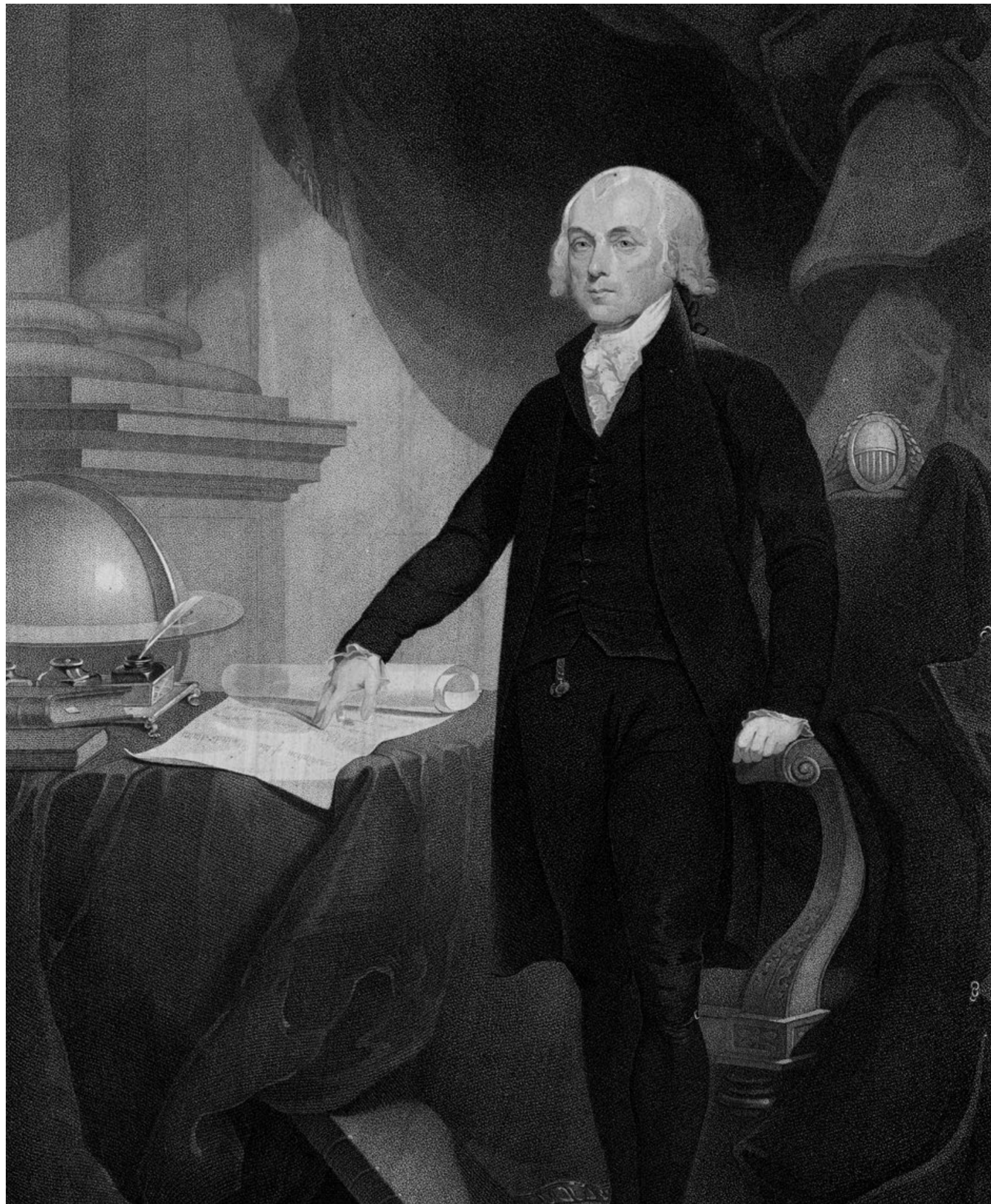














**We the People** of the United States, in order to  
insure domestic Tranquility, provide for the common defense  
and our Posterity, do ordain and establish this Constitution.

Article I.

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such Enumeration shall be made, the State of New Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode Island and Providence Plantations one, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies. The House of Representatives shall chuse their Speaker and other Officers; and shall have the sole Power of Impeachment.





9A-7

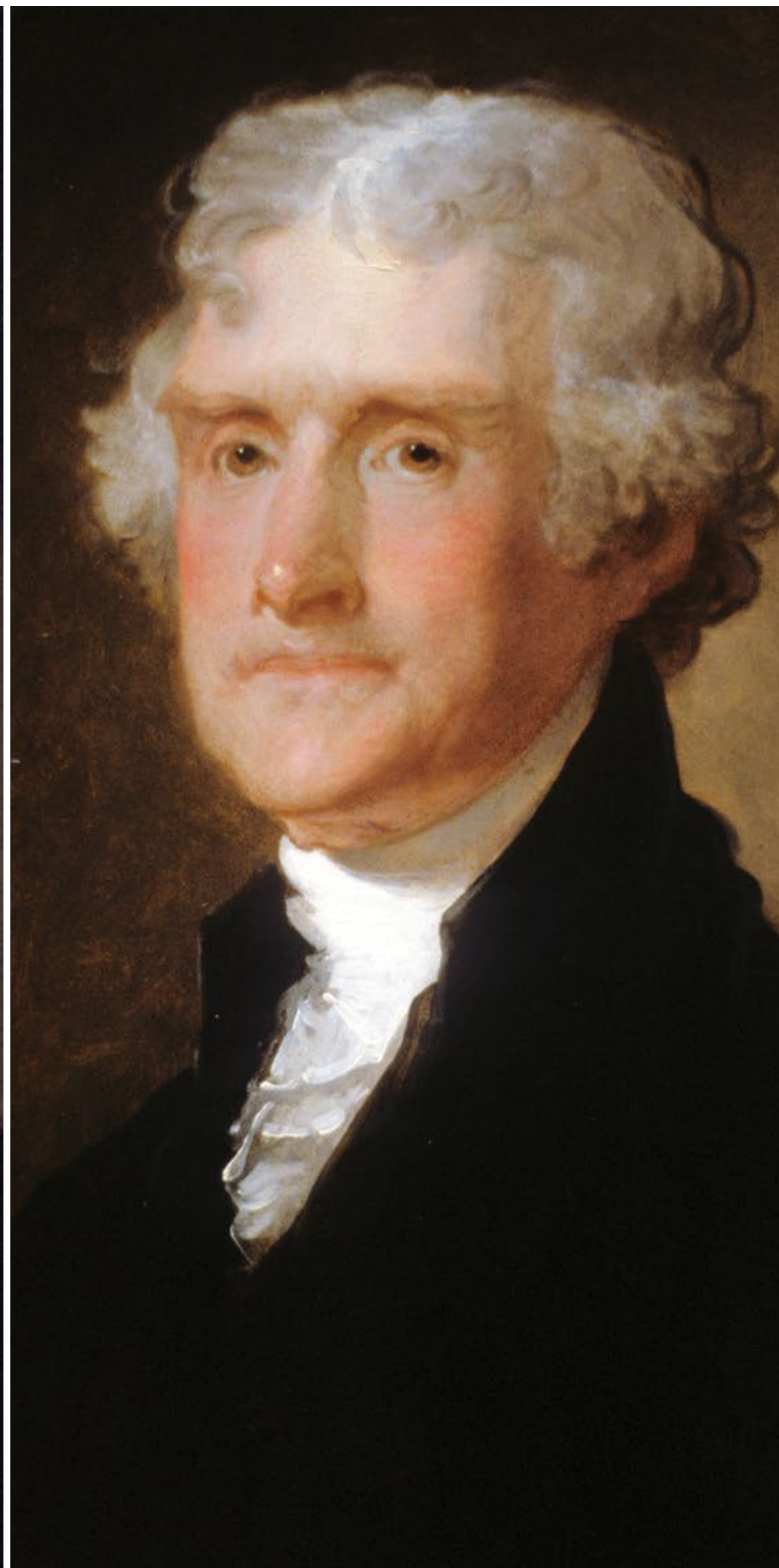








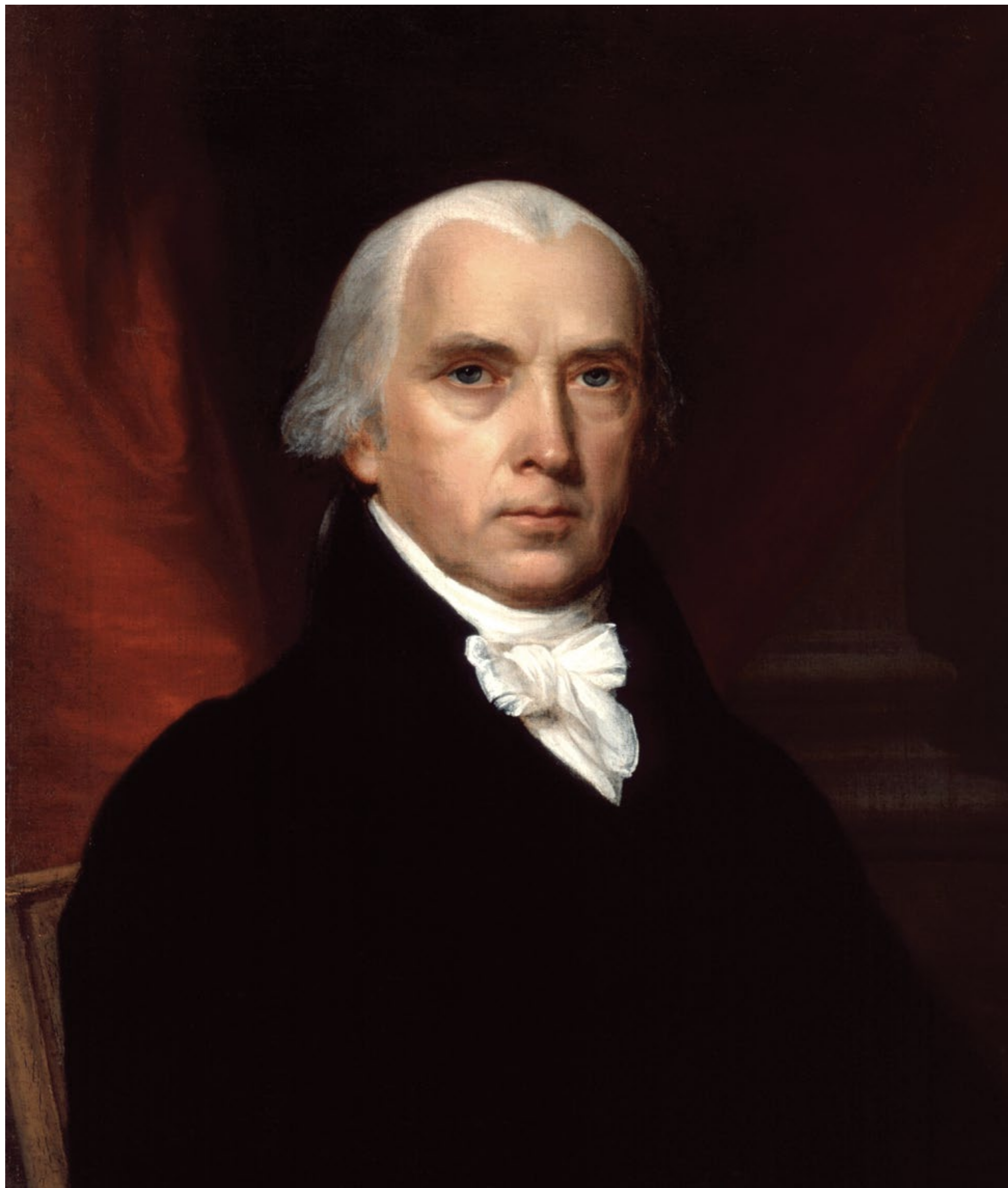














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# W-9

Form

(Rev. October 2007)  
Department of the Treasury  
Internal Revenue Service

Print or type  
specific instructions on page 2.

Name (as shown on your income tax return)

Business

- Check appropriate box:  
☐ Check appropriate  
☐ Limited liability company  
☐ Other (see instructions)

Address (number, street)

City, state, and ZIP code

List account number(s) here

## Taxpayer Identification

Enter in the appropriate box  
number. For individuals, the  
number, or disregarded entity  
identification number (EIN)  
in more than one n









Grade 2

Knowledge 10

# Journeys to America: Land of Opportunity

**Multiple Meaning Word Posters**



## **Multiple Meaning Word Posters**

The poster(s) in this Flip Book may be cut out and displayed on the classroom wall for the duration of the domain.



1



2







# **Row** (Poster 1M)

1. a straight line of people or things that are next to each other (*noun*)
2. to move a boat through water using oars (*verb*)

**Journeys to America: Land of Opportunity** | Multiple Meaning Word Poster 1 of 5



1



2



3







# Coast (Poster 2M)

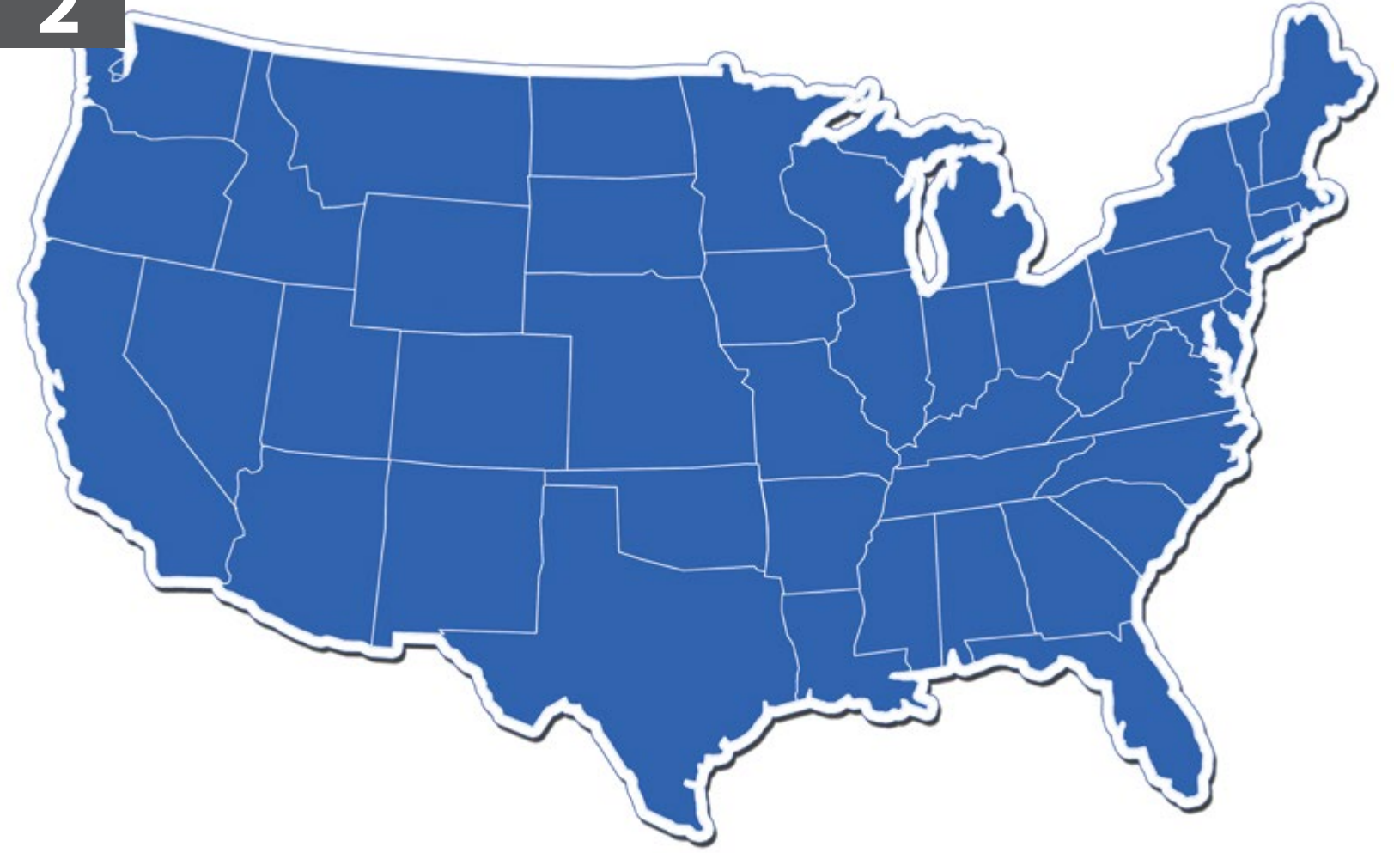
1. the area along or near a sea or ocean (*noun*)
2. the seashore and the land along its edge (*noun*)
3. to move along easily (*verb*)



1



2



3







# Land (Poster 3M)

1. an area of ground (*noun*)
2. a country or nation (*noun*)
3. to come down out of the air (*verb*)

1



2







# **Band** (Poster 4M)

1. a small group of musicians who play music together (*noun*)
2. a piece of some material that holds things together (*noun*)



1



2



3



4

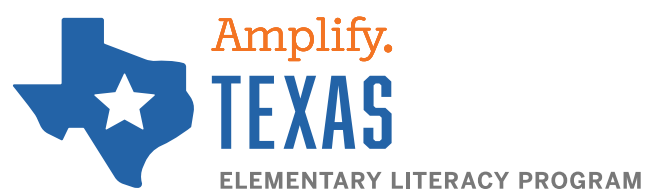






# Run (Poster 5M)

1. to move with your legs at a speed that is faster than walking (*verb*)
2. to try to be elected to a government office (*verb*)
3. to flow (*verb*)
4. to turn on a device or machine (*verb*)



**Grade 2 | Knowledge 10 | Flip Book**  
**Journeys to America: Land of Opportunity**







Grade 2

**Knowledge 10** | Image Cards

**Journeys to America: Land of Opportunity**

ISBN 9781643838243



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# **Journeys to America: Land of Opportunity 1**







## **Journeys to America: Land of Opportunity 2**







**Journeys to America: Land of Opportunity 3**







**Journeys to America: Land of Opportunity 4**







**Journeys to America: Land of Opportunity 5**







**Journeys to America: Land of Opportunity 6**







**Journeys to America: Land of Opportunity 7**







**Journeys to America: Land of Opportunity 8**









**Journeys to America: Land of Opportunity 9**



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Grade 2

# Knowledge 10 | Digital Components

## Journeys to America: Land of Opportunity

Grade 2

Knowledge 10

# Journeys to America: Land of Opportunity

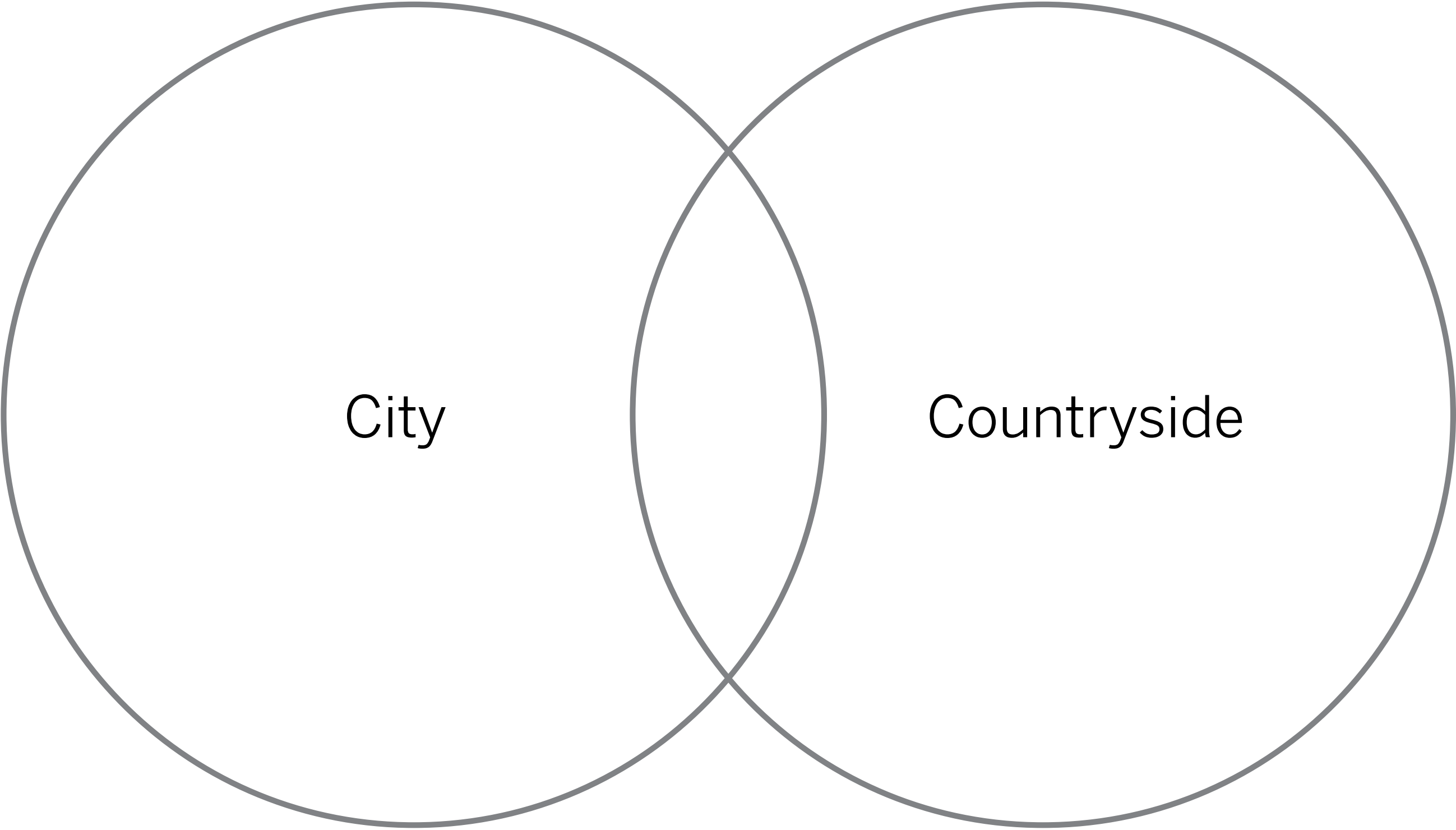
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## The Star-Spangled Banner

*Oh, say, can you see by the dawn’s early light,*

*What so proudly we hailed at the twilight’s last gleaming?*

*Whose broad stripes and bright stars, through the perilous fight,*

*O’er the ramparts we watched were so gallantly streaming?*

*And the rockets’ red glare, the bombs bursting in air*

*Gave proof through the night that our flag was still there.*

*Oh, say, does that star-spangled banner yet wave*

*O’er the land of the free and the home of the brave?*

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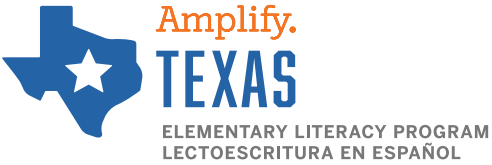
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# Welcome!

## Grade 2, Domain 10

### Journeys to America: Land of Opportunity

In this unit, students will explore the concept of immigration in the United States and why this country is often referred to as a country of immigrants.

### What's the story?

Students will discover why people immigrated to the United States. They will learn about the **factors** that pushed them from their homelands and **brought them to the United States** and why many immigrants settled in particular cities and regions upon their arrival.

### What will my student learn?

Students will explore what it means to become a **citizen**. They will learn about the **Constitution** and **the Bill of Rights** and will be introduced to one of the key creators of these documents: **James Madison**. Learning about immigration is an opportunity for students from immigrant families to find out more about their **family history, customs, and traditions**, and what brought them and/or their ancestors to this country.

Students will write **short summaries** of what they have learned about immigration. They will also explore the genre of **letter writing** as they plan and draft a letter to a fictional family member or friend in the country from which they emigrated. Finally, students will work with their classmates to craft their own "**Classroom Constitution**."

### Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What is an immigrant?  
**Follow up:** What were some of the reasons why immigrants chose to leave their countries and come to the United States? Why did immigrants often choose to live in big cities in the United States? If you had been an immigrant, what do you think you would have liked about living in a big city?
2. Who was Charles Steinmetz?  
**Follow up:** Why did he immigrate to the United States? Where did his ship dock when he came to this country? Tell me what you have learned about Ellis Island.
3. What kinds of jobs did Chinese immigrants have?  
**Follow up:** What immigration center did they come through when they arrived in the United States? What are some factors that made them leave China?

4. Why is the United States known as the land of opportunity?

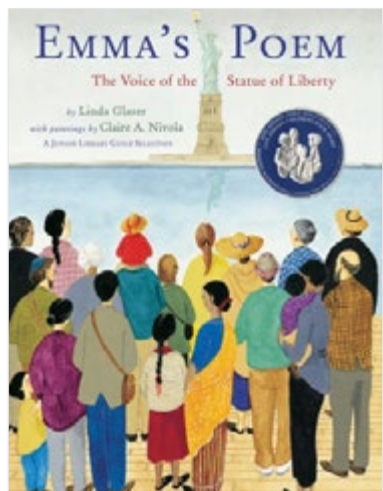
**Follow up:** What are some of the pull factors that caused people to immigrate to the United States? What are some of the difficulties that immigrants face when coming to a new country?



## Grade 2: Domain 10

# Emma's Poem: The Voice of the Statue of Liberty

---



by Linda Glaser  
Paintings by  
Claire A. Nivola

**Summary:** The story of how Emma Lazarus's poem became the voice of the Statue of Liberty is told through the events of her life in the 1800s, beginning with her family life, her work as a writer, and her growing concern for immigrants who struggled to live and were treated badly once they reached the United States. Lazarus started helping new immigrants in New York City by teaching them English and getting them training for jobs. She wrote articles for newspapers, trying to convince people that it was important to help immigrants. When the Statue of Liberty was given as a gift to the United States by France, writers across the country were asked to contribute writing pieces that would be sold to raise money for the statue's pedestal. Lazarus's poem "The New Colossus" not only helped to raise money for the pedestal, but also became the "voice" of the Statue of Liberty, welcoming immigrants to America.

### Essential Question

Why is the United States often referred to a country of immigrants?



●●● QT: 720L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 1

These Read-Alouds typically have a clear structure and purpose. The language is similarly clear and straightforward.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity, requiring students to draw on the knowledge they have built throughout the program.

Review the story and discuss each of the following questions:

- What was Emma's early life like?
- What event made Emma begin to be concerned about the struggles of the newly arrived immigrants?
- Why did Emma write "The New Colossus" about immigrants?
- What was Emma thinking when she started writing the poem?
- How did "The New Colossus" come to represent the voice of the Statue of Liberty?

---

## Vocabulary Routine

### Tier 2 Vocabulary Words

ragged  
poor  
pedestal  
yearning  
plaque

### Tier 3 Vocabulary Words

immigrants  
liberty

## Performance Task

Have students write a paragraph explaining why and how Emma wrote “The New Colossus.”

### Students should be able to

- explain that it was to raise money for the pedestal for the Statue of Liberty.
- explain that she cared about immigrants and wanted to help them.
- explain that she thought about how immigrants would see the Statue of Liberty in New York Harbor when they first arrived.
- explain that she wondered what the Statue of Liberty would say to the immigrants if she were a real person.

## Writing Prompt

Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- How was Emma’s life different from the lives of the immigrants she helped?
- What does the book mean when it says that Emma’s poem “stirred the hearts and minds” of people?