

# UNIT 4 We The People: A Nation of Immigrants

Content Area: **Social Studies**  
Course(s):  
Time Period: **Marking Period 3**  
Length: **6 weeks**  
Status: **Published**

## Course Pacing Guide

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This pacing guide should include the vision and mission of the course. It will be the same for all units in your course.

The simpler, the better. Pacing guide flaws come when they are too constricting, so big ideas is best (Cobb, McClain, de Silva Lamberg, & Dean, 2003; Wiggins, Wiggins, & McTighe, 2005)

**Model - remove/replace information in this table with information from your course --**

Unit	MP/Trimester	Weeks
American Identity	1	1
Foundations of Government	1	6
US Constitution	1-2	10 (total)
Legislative Branch	1	3
Executive Branch	2	3
Judicial Branch	2	3
Federalism & Checks and Balances	2	1
Bill Of Rights	2	3
We The People: A Nation of Immigrants	3	6
We The People: Woman Suffrage Getting the Vote	3-4	6
We the People: African American Civil Rights Movement	4	6

## Unit Overview

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### We the People: A Nation of Immigrants

The focus of this unit is to examine the waves of immigration to the United States throughout its history and how the US Constitution was used to encourage or hinder immigration. This unit centers around the immigrant experience as well the American responses to immigration. The unit explores current and historical immigration legislation and constitutional challenges.

## **Enduring Understandings**

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To develop an understanding of the American Constitution and its application to social and political movements in American democratic history.

To understand one's role as a citizen.

To try and answer the question: What does it mean to be a citizen in American Democracy?

To understand the development of the ideas of the US Constitution.

## **Essential Questions**

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Who is considered an American?

What does it mean to be a "Nation of Immigrants"?

Why do groups emigrate?

What were the experiences of immigrants in the 20th/21st centuries?

How do we interact with people who are different than us?

How do we determine who "belongs" in America?

What is assimilation?

What are the causes/effects of assimilation?

How does someone "become" American?

How does a nation determine citizenship?

## **New Jersey Student Learning Standards**

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SOC.6.1.8

U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to

	make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
SOC.6.1.8.A.3.e	Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
SOC.6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
SOC.6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
SOC.6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
SOC.6.1.8.D.5.d	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
SOC.6.2.8	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SOC.6.2.8.A	Civics, Government, and Human Rights
SOC.6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
SOC.6.3.8.CS4	Listen open-mindedly to views contrary to their own.
SOC.6.3.8.CS5	Collaboratively develop and practice strategies for managing and resolving conflict.
SOC.6.3.8.CS6	Demonstrate understanding of democratic values and processes.
SOC.6.3.8.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
SOC.6.3.8.CS8	Challenge unfair viewpoints and behaviors by taking action.
SOC.6.3.8.CS9	Make informed and reasoned decisions.
SOC.6.3.8.CS10	Accept decisions that are made for the common good.

## **Amistad Integration**

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US Government perpetuation of racism and genocide:

Xenophobia

Chinese Exclusion Acts

Quota Acts

Rise of KKK

Modern Immigration Policies

## Holocaust/Genocide Education

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US Government perpetuation of racism and genocide:

Xenophobia

Chinese Exclusion Acts

Quota Acts

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## Interdisciplinary Connections

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LA.RL.8	Reading Literature
LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

## Technology Standards

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TECH.8.1.8.A.CS1	Understand and use technology systems.
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## 21st Century Themes/Careers

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
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CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

## Financial Literacy Integration

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PFL.9.1.8.A.2

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

PFL.9.1.8.A.3

Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

PFL.9.1.8.A.5

Relate how the demand for certain skills determines an individual's earning power.

## Instructional Strategies & Learning Activities

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- Research common ideas Citizenship and Immigration
- Writing and using scripts (Curriculum Based Readers Theatre)
- Examination and comparison of historic legislation to current immigration legislation
- Photo Analysis--tenement living
- Comparing themes in immigration poems/songs "The New Colossus" & "Unguarded Gate" & "Immigrants We Get the Job Done"
- Journal writing
- Think-pair-shares
- One Pagers
- Group research/presentation waves of immigration
- Class discussion and debate
- Barometer activity
- Living newspaper
- Readers Theater
- Silent Conversations and big paper
- Tableaux

Skills:

- Analyze how events are related over time.
- Use critical thinking skills to interpret events, recognize bias, point of view, and context
- Assess the credibility of primary and secondary sources.
- Analyze data in order to see persons and events in context.
- Examine current issues, events, or themes and relate them to past events.
- Formulate questions based on information needs.
- Use effective strategies for locating information.
- Compare and contrast competing interpretations of current and historical events.
- Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by

historians.

- Summarize information in written, graphic, and oral formats.

## **Differentiated Instruction**

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Examples may include:

- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Self-Directed Learning
- Choice Boards
- Debate
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Socratic Seminar
- Rubrics
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

\*Add or remove any of these as you see fit.

## **Formative Assessments**

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- Observation
- Notetaking--using Cornell style notes
- Questioning for information and critical thinking
- Weekly homework assignments (readings, reading checks, notes, and textbook questions) that align with class material.
- Outside primary and secondary sources will be assigned for further understanding and mastery of the historical period being studied, as either homework or in class.
- In class writing assignments and prompts (charts, maps, and presentations)
- Daily warm ups to activate prior knowledge using various techniques (i.e. draw a picture, write a poem, ask a question, explain to a 1st grader, etc.)
- In-class review games

- Low-stakes quizzes, i.e. Kahoot!
- Sequence It: create timelines of major events discussed
- Gallery Walk and reflection
- Think-Pair-Share
- Linking terms
- Exit tickets

## **Summative Assessment**

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Each chapter will be assessed in a variety of ways, from traditional test formats to argumentative-based essays and textual citation (DRP).

Traditional test formats include multiple choice questions, matching, true and false questions, and short answer questions essays.

Content not tested in the traditional format will be assessed through research projects, presentations, art projects and other alternative assessments.

## **Benchmark Assessments**

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Link-it ELA

## **Alternate Assessments**

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## **Resources & Technology**

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Resources:

- The Call to Freedom; Holt Reinholt
- Gilder Lehrman Institute
- The History Channel
- PBS
- America: the Story of Us
- Library of Congress
- iCivics
- Facing History and Ourselves
- Howard Zinn Education Project
- NJState Bar Association
- CSPAN

- National Constitution Center

Technology:

- Promethean Board
- Chromebooks (1:1)
- Google Classroom
- Genesis

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## BOE Approved Texts

Call to Freedom - Holt Rienholt

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## Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.



- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like \_\_\_\_\_ because \_\_\_\_\_."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

\*Add to or remove any of these as you see fit.

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## ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

\*Add to or remove any of these as you see fit.

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## Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.

- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

\*Add to or remove any of these as you see fit.

## 504

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Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

\*Add to or remove any of these as you see fit.

## **At Risk**

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Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

\*Add to or remove any of these as you see fit.

## **Gifted and Talented**

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Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking