Unit 4: Challenges

Content Area: **Language Arts Literacy**
Course(s):
Time Period: **January**
Length: **6 weeks**
Status: **Published**

Enduring Understandings

All people have to overcome challenges in their lives.

Essential Questions

- How do people respond to challenges they face?
- How do our choices affect our lives?

Content

Key Vocabulary: Vocabulary words related to the story. Unit vocabulary words: border, citizen, crockery, immigrants, tenement, urban, homeland, freedom, trade, treatment, religion, settle, education, struggle, employment, tradition, seek, opportunity, voyage, arrive.

Key Language Structure: conjunctions, short vowels, compound sentences, complex sentences, clauses, questions words, simile, simple present tense verbs, verbs, subject pronouns, cognates, adjectives, adverbs, consonant blends.

1. The challenges faced by American pioneers
2. The challenges faced by people across cultures
3. The meaning of select English idioms
4. The conventions of the use of pronouns

Skills

- Identify and use phrasal verbs
- Use English idioms appropriately
- Write an expository essay based on the theme of challenges
- Describe the hardships faced by American pioneers and other people across cultures
- Use subject, object and possessive pronouns
- Use the present and past continuous tense
- Use commas, semi-colons and colons
- Spell long vowel digraphs and *kn-* words
- Summarize
- Identify and explain a problem and solution
- Understand common themes of the immigrant experience, such as pushes and pulls, encountering differences, and

assimilation

- Identify the common themes of the immigrant experience in a primary source oral history or narrative
- Draw conclusions about the themes of the immigrant experience by analyzing primary source photographs
- Develop knowledge and appreciation of the diversity of the nations from which our students come by learning about their foods and how they are incorporated into life in the United States
- Read prose and poetry with fluency and expression
- Apply letter-sound knowledge and syllabication patterns to accurately read multisyllabic words in and out of context
- Explain how key details from the text support the main idea
- Summarize a text, referring to the main idea and key details
- Explain events in historical text including what happened and why, based on specific information in the text
- Identify a story as either 1st or 3rd person point of view
- Compare themes across multiple works of literature
- Use details and examples from the text to support one's thoughts when responding to a question related to a reading
- Read a variety of different genres of nonfiction literature
- Use details and examples from the text to support one's thoughts when responding to a question related to a reading
- Identify the main idea of a text, extrapolate supporting details, and create a summary including both elements
- Respond to a text (i.e. graphic organizer, turn and talk) demonstrating his/her understanding as he/she reads
- Add specific details and sensory imagery based on personal experiences to enhance writing
- Create narrative stories, either personal or fictional, that focus on small moments

Learning Activities

- Create a travel brochure
- Take notes about daily challenge
- Write an outline
- Generate an expository essay using notes and outlines
- Write diary entries
- Play a word-matching game
- Present a problem/solution role-play

Making Literary Connections

Introduction

Relocating to a new country can be a disorienting experience. Tell the students that immigrants often find themselves in a strange new world where the rules have changed, the surroundings are unfamiliar, and the inhabitants speak in strange tongues. In some ways, the immigrant experience is like the dizzying journey taken by the lead character in Lewis Carroll's 19th-century novel *Alice's Adventures in Wonderland*.

Whole Group: Making the Literary Connection to *Alice's Adventures in Wonderland*

As a lead-in activity, read portions of Lewis Carroll's *Alice's Adventures in Wonderland* to the students for a few minutes every day. Scaffold the reading for your students. Promote discussion related to immigration. Highlight scenes that relate to the discomfort experienced by Alice because of the unpredictability of her experiences in Wonderland. The four following scenes can be highlighted for introductory discussions about the immigrant experience:

Chapter IV: The Rabbit Sends in a Little Bill

"It was much pleasanter at home," thought poor Alice, "when one wasn't always growing larger and smaller, and being ordered about by mice and rabbits. I almost wish I hadn't gone down that rabbit-hole - and yet - it's rather curious, you know, this sort of life! I do wonder what can have happened to me! When I used to read fairy tales, I fancied that kind of thing never happened, and now here I am in the middle of one!"

Chapter V: Advice from a Caterpillar

"The Caterpillar and Alice looked at each other for some time in silence: at last the Caterpillar took the hookah out of its mouth, and addressed her in a languid, sleepy voice. "Who are You?" said the Caterpillar. This was not an encouraging opening for a conversation. Alice replied, rather shyly, "I - I hardly know, Sir, just at present - at least I know who I was when I got up this morning, but I think I must have been changed several times since then."

Chapter VI: Pig and Pepper

"Cheshire Puss," she began, rather timidly, as she did not at all know whether it would like the name: however, it only grinned a little wider. "Come, it's pleased so far," thought Alice, and she went on. "Would you tell me, please, which way I ought to go from here?" "That depends a good deal on where you want to get to," said the Cat. "I don't much care where—" said Alice. "Then it doesn't matter which way you go," said the Cat. " - so long as I get somewhere," Alice added as an explanation. "Oh, you're sure to do that," said the Cat, "if you only walk long enough." Alice felt that this could not be denied, so she tried another question. "What sort of people live about here?" "In that direction," the Cat said, waving its right paw round, "lives a Hatter: and in that direction," waving the other paw, "lives a March Hare. Visit either you like: they're both mad." "But I don't want to go among mad people," Alice remarked. "Oh, you can't help that," said the Cat: "we're all mad here. I'm mad. You're mad." "How do you know I'm mad?" said Alice. "You must be," said the Cat, "or you wouldn't have come here."

Chapter VIII: The Queen's Croquet-Ground

"I don't think they play at all fairly," Alice began, in rather a complaining tone, "and they all quarrel so dreadfully one can't hear oneself speak - and they don't seem to have any rules in particular: at least, if there are, nobody attends to them - and you've no idea

how confusing it is all the things being alive: for instance, there's the arch I've got to go through next walking about at the other end of the ground - and I should have croqueted the Queen's hedgehog just now, only it ran away when it saw mine coming!"

Discussion Question: What motivates someone to make the momentous decision to leave their country permanently and come to the United States?

Read aloud to the students, *Bound For America* by Milton Meltzer or *Immigrants* by Martin W. Sandler. Ask text-dependent questions.

Tracking Immigration Trends

Written: Report

ELP 4 & 5: Ask your students to research immigration trends during the 20th century. Ask them to find out how many people came to the United States in the two eras or allow them to create any other table or graph proving some numerical aspect of immigration to the United States. For example, they might want to find the number of European immigrants vs. Asian immigrants, or how many women vs. men migrated. Find out what interests the students then let them create their own summary of statistics about that immigration-related topic. They might create graphs by hand first then transfer their information onto charts or tables created on a computer. Make sure the graphs/charts your students create demonstrate trends in immigration. Ask the students to explain the statistics based on the political, social, or economic situation of the time. Conclude with the students sharing the results to the class.

ELP 3: Have the students use a Venn Diagram to compare and contrast two eras of immigrants.

ELP 1 & 2: Have the students create a web to depict their immigrant experience.

Resources

Suggested Books

Bound For America by Milton Meltzer

Immigrants by Martin W. Sandler

Online Resources

NewsHour Online: Immigration Reform: http://www.pbs.org/newshour/bb/business/janjune04/immigration_reform_02-04.html

The City/La Cuidad: http://www.pbs.org/itvs/thecity

Immigration Statistics By State: http://www.gcir.org/about_immigration/usmap.htm

Office of Immigration Statistics: http://www.dhs.gov/ximgtn/statistics/

U.S. Census Bureau: http://www.census.gov/population/www/socdemo/immigration.html

In Our Own Voices, Stories of Immigration: http://library.thinkquest.org/CR0212700/final_website/sitemap.html?tqskip1=1

The Immigrant Experience: http://www.ellisisland.org/Immexp/index.asp

The New Americans: http://www.pbs.org/newamericans

Standards

LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LA.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
LA.RI.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and

	analysis of content.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.2.C	Spell correctly.
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
LA.L.9-10.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).