

# MP 2 Immigration

Content Area: **Social Studies**  
Course(s): **Social Studies 4**  
Time Period: **Quarter 2**  
Length: **3 weeks**  
Status: **Published**

## Unit Summary

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In this unit, students will learn about immigration to the United States during the 19th and early 20th centuries. Each student will be asked to think in the perspective of an immigrant who is coming to America and to write a monologue of the imagined experience. They will research the country of origin and the reasons that people would leave. Students will consider family, skills, and health concerns when researching and writing their own monologue. The monologue must include life before immigrating, the journey over, and life in America. Students will have an opportunity to present their monologues to share all they learned in the unit.

## Standards

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LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.4.2.A	Use correct capitalization.
LA.W.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.4.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.4.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
LA.W.4.3.C	Use a variety of transitional words and phrases to manage the sequence of events.
LA.W.4.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.W.4.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LA.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LA.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

LA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LA.RI.4.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LA.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SOC.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

## Student Learning Objectives

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Students will learn to:

- describe the holocaust and genocide and their impact on society (N.J.S.A. 18A: 35-28)
- identify a citizens role in fighting racism and hatred (N.J.S.A. 18A: 35-28)
- describe reasons for immigration such as moving by choice, escaping hardships (war or famine), or by force (slavery). (N.J.S.A. 52:16A-88)
- identify contributions of various immigrants to American society (N.J.S.A. 52:16A-88)
- explain reasons for immigration to the United States.
- identify contributions to American society that came from other countries of origin.
- describe hardships immigrants faced leaving their homeland, the journey traveling to another country, and starting a new life in America.
- write and present a monologue that addresses life before immigrating, the journey over, and life in America.

## Essential Questions

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- How and why did people come to America?
- How can environmental factors affect your quality of life?
- How can cultural traditions influence American society?

## Enduring Understandings

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Students will understand that:

- immigrants faced many hardships leaving their homeland, traveling to a new country, and starting a new life.
- many traditions that we celebrate today originated from other cultures.
- there are reasons why people become immigrants.

## **Application**

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Students will be able to independently use their learning to:

- explain the reasons for immigration to the United States.
- identify contributions to American society that came from other countries of origin.
- describe hardships immigrants faced leaving their homeland, the journey traveling to another country, and starting a new life in America.
- write and present a monologue that addresses life before immigrating, the journey over, and life in America.

## **Skills**

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Students will be skilled at:

- explaining the reasons for immigration to the United States.
- identifying contributions to American society that came from other countries of origin.
- describing hardships immigrants faced leaving their homeland, the journey traveling to another country, and starting a new life in America.
- writing and presenting a monologue that addresses life before immigrating, the journey over, and life in America.