

# Unit 03: Immigration

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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#### Capacities of the Literate Individual

#### Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

#### Key Ideas and Details

LA.K-12.NJSLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.K-12.NJSLSA.R2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### Craft and Structure

#### Integration of Knowledge and Ideas

LA.K-12.NJSLSA.R7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### Range of Reading and Level of Text Complexity

|                    |   |
|--------------------|---|
| LA.K-12.NJSLSA.R10 | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.   |
| LA.RST.11-12       | Reading Science and Technical Subjects<br>Key Ideas and Details   |
| LA.RST.11-12.1     | Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.   |
| LA.RST.11-12.2     | Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  |
| LA.K-12.NJSLSA.W   | Writing<br>Text Types and Purposes<br>Production and Distribution of Writing  |
| LA.K-12.NJSLSA.W4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>Integration of Knowledge and Ideas  |
| LA.RST.11-12.7     | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.   |
| LA.K-12.NJSLSA.W5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| LA.K-12.NJSLSA.W6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.<br>Research to Build and Present Knowledge  |
| LA.K-12.NJSLSA.W7  | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.   |
| LA.RST.11-12.10    | By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.   |
| LA.K-12.NJSLSA.W8  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.   |
| LA.K-12.NJSLSA.W9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>Range of Writing   |
| LA.K-12.NJSLSA.W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.<br>Production and Distribution of Writing |
| LA.WHST.11-12.4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| LA.WHST.11-12.5    | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  |
| LA.WHST.11-12.6    | Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.<br>Research to Build and Present Knowledge                                  |
| LA.WHST.11-12.7    | Conduct short as well as more sustained research projects to answer a question (including   |

a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

|                  |   |
|------------------|---|
| LA.WHST.11-12.8  | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| LA.WHST.11-12.9  | Draw evidence from informational texts to support analysis, reflection, and research.<br><br>Range of Writing   |
| LA.WHST.11-12.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  |

## **Integration of Career Readiness, Life Literacies and Key Skills**

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|                |  |
|----------------|--|
| CRP.K-12.CRP1  | Act as a responsible and contributing citizen and employee.                        |
| CRP.K-12.CRP2  | Apply appropriate academic and technical skills.                                   |
| CRP.K-12.CRP3  | Attend to personal health and financial well-being.                                |
| CRP.K-12.CRP4  | Communicate clearly and effectively and with reason.                               |
| CRP.K-12.CRP5  | Consider the environmental, social and economic impacts of decisions.              |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP7  | Employ valid and reliable research strategies.                                     |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9  | Model integrity, ethical leadership and effective management.                      |
| CRP.K-12.CRP10 | Plan education and career paths aligned to personal goals.                         |
| CRP.K-12.CRP11 | Use technology to enhance productivity.  |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence.                 |

## **Technology / Integration of Computer Science and Design Thinking**

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|-----------------|---|
| TECH.8.1.12     | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.    |
| TECH.8.1.12.A   | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.  |
| TECH.8.1.12.A.1 | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.   |
| TECH.8.1.12.A.3 | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.   |
| TECH.8.1.12.C   | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |
| TECH.8.1.12.C.1 | Develop an innovative solution to a real world problem or issue in collaboration with peers   |

and experts, and present ideas for feedback through social media or in an online community.

|                 |   |
|-----------------|---|
| TECH.8.1.12.D   | Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.                                    |
| TECH.8.1.12.D.1 | Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.   |
| TECH.8.1.12.D.4 | Research and understand the positive and negative impact of one's digital footprint.  |
| TECH.8.1.12.E   | Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.  |
| TECH.8.1.12.E.1 | Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. |

## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section**

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### **Capacities of the Literate Individual**

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They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

|                  |  |
|------------------|--|
| LA.RL.11-12      | Reading Literature<br>Key Ideas and Details<br>Key Ideas and Details   |
| LA.RL.11-12.1    | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| LA.K-12.NJLSA.R1 | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.           |

|                    |   |
|--------------------|---|
| LA.RL.11-12.2      | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.   |
| LA.K-12.NJSLSA.R2  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| LA.RL.11-12.3      | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).   |
| LA.K-12.NJSLSA.R3  | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.<br><br>Craft and Structure<br>Craft and Structure  |
| LA.RL.11-12.4      | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)               |
| LA.K-12.NJSLSA.R4  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   |
| LA.K-12.NJSLSA.R5  | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  |
| LA.RL.11-12.5      | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.   |
| LA.RL.11-12.6      | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).   |
| LA.K-12.NJSLSA.R6  | Assess how point of view or purpose shapes the content and style of a text.<br><br>Integration of Knowledge and Ideas<br>Integration of Knowledge and Ideas   |
| LA.RL.11-12.7      | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)   |
| LA.K-12.NJSLSA.R7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| LA.RL.11-12.8      | (Not applicable to literature)  |
| LA.K-12.NJSLSA.R8  | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  |
| LA.K-12.NJSLSA.R9  | Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  |
| LA.RL.11-12.9      | Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.<br><br>Range of Reading and Level of Text Complexity |
| LA.K-12.NJSLSA.R10 | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.   |
| LA.RI.11-12        | Reading Informational Text  |

## Key Ideas and Details

LA.K-12.NJSLSA.W

### Writing

LA.RI.11-12.1

Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.RI.11-12.2

Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

LA.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

LA.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

LA.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

### Integration of Knowledge and Ideas

LA.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LA.RI.11-12.8

Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

LA.RI.11-12.9

Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

LA.RI.11-12.10a

By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

### Range of Writing

LA.K-12.NJSLSA.W10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LA.K-12.NJSLSA.SL

### Speaking and Listening

#### Comprehension and Collaboration

LA.K-12.NJSLSA.SL1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LA.K-12.NJSLSA.SL2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LA.K-12.NJSLSA.SL3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

LA.K-12.NJSLSA.SL4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.L

### Language

#### Knowledge of Language

|                   |   |
|-------------------|---|
| LA.K-12.NJSLSA.L3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
|                   | Vocabulary Acquisition and Use  |
| LA.K-12.NJSLSA.L4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| LA.K-12.NJSLSA.L6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| LA.W.11-12.10     | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.  |
| LA.SL.11-12.1     | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  |
| LA.SL.11-12.1.A   | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.   |
| LA.SL.11-12.1.B   | Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.   |
| LA.SL.11-12.1.C   | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.   |
| LA.SL.11-12.1.D   | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.  |
| LA.SL.11-12.2     | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.   |
| LA.SL.11-12.3     | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.   |
| LA.SL.11-12.4     | Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.  |

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

see Crosswalks

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## **21st Century Life and Careers**

## Stage I: Desired Results

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### Transfer/Overview/Rationale

#### Transfer / Overview / Rationale

##### Unit Rationale

The purpose of this unit...

This unit is designed to serve as a continuum, scaffolding on the students' understanding of their personal cultural identity and the collective cultural identities of Native Americans, the indigenous people of the North American continent, and African Americans, millions of whom were forced to migrate to America, the victims of slavery. The students will have considered the many ways in which these two cultural groups continue to be defined by the identities history has shaped for them. They will have also explored and identified the current voices within these groups and the goals that they have established as they move forward, hoping to cast off negative stereotypes and establish identities of strength and equality within American society. In this unit, students will study major waves of immigration to the United States, including Irish, Italian, Eastern European Jews, Puerto Ricans, and Muslims from the Middle East. The Statue of Liberty in New York Harbor has served as a beacon of liberty and equality for millions worldwide, but in spite of its powerful invitation, written by the poet Emma Lazarus, "Give me your poor/ your huddled masses yearning to be free...", immigrants have historically struggled to gain their footing in America. They, too, have been the victims of negative stereotypes and have confronted barriers to their positive assimilation in American society. The students will immerse themselves in the history and literature of these cultural groups, in order to deepen their understanding of their place in American society.

### Meaning

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### Essential Questions

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#### Essential Questions

How are rights related to identity?

How do bias and prejudice undermine equal rights?

How have some people and groups had to struggle to maintain their identities?

What struggles are shared across different identity groups?

How do we work together to make progress?

What additional progress toward a just society still needs to happen?

## **Enduring Understanding/Indicators of Understanding**

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Enduring Understanding/Indicators of Understanding

Large groups of immigrants to the US have experienced bias, discrimination and unjust practice, and laws and institutions have limited their rights and freedoms, based on their cultural identities.

It is important for each of us to build connections with other people, gain an understanding of their history and lived experiences, and show them empathy and respect, regardless of their similarities or differences.

Positive change is possible through collective action against exclusion, prejudice, discrimination and injustice.

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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Knowledge  
Students will know...

The history of immigration in the United States.

That groups of immigrants have been victims of exclusion, prejudice, discrimination and injustice, due to their cultural identities.

That it is possible to take collective action, communicating with respect, in order to speak up against exclusion, prejudice, discrimination and injustice and achieve positive goals.

## **Skills**

### Skills

Student will be skilled at ...

Studying the history of immigration in the United States and its influence on the development of each group's cultural identity.

Closely reading and analyzing numerous texts, both informative and literary and determine the perspective authorial purpose for each.

View documentaries and interpret and incorporate the images and information within them with what they have read.

Reflect on their reading and viewing and respond in writing, explaining their learning and attitudes, as they process the presented information.

Verbally express their thoughts and reactions to classmates and teacher.

Create a digital interactive journal of their reflections.

Deliver a formal digital presentation on a selected cultural group of immigrants to the United States, reflecting their understanding of the essential questions as they apply to each group.

Work independently and cooperatively through an inquiry approach to their learning, meeting assignment parameters and deadlines.

Creatively reflecting their learning for each cultural group in their ZeeMee.

## **Stage 3: Learning Plan**

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### **Resource and Mentor Texts**

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#### Resources and Mentor Texts

Numerous Picture Books, including:

*The Story of Ellis Island*

*Cornerstones of Freedom: Ellis Island*

*Immigration*

*Immigrant Kids*

*If Your Name Was Changed at Ellis Island*

*The Statue of Liberty*

*How Many Days to America*

*Ports of Entry: Ethnic Impressions*

*The Memory Coat*

*Standing Tall: The Stories of Ten Hispanic Americans*

*The Circuit: Stories from the Life of a Migrant Child*

*Going Home*

*The Day Piero Spilled the Soup*

*New Moon*

*Not a Copper Penny in Me House*

*Marco Solo*

*How the Sun Was Born*

*A Chair for my Mother*

*Something Special for me*

*On a Hot, Hot Day*

*Abuela*

*Chato's Kitchen*

*How Pizza Came to Queens*

*Molly's Pilgrim*

*A Place Where Sunflowers Grow*

*The Journey*

*Happy New Year*

*Cleversticks*

*Crow Boy*

*How My Parents Learned to Eat*

*On Mother's LapSeed Folks*

*Bisi and the Golden Disc*

*The Whispering Cloth: A Refugee's Story*

*Baseball Saved Us*

*So far from the Sea*

*The Bracelet*

*Lion Dancer*

*Hoang Anh: A Vietnamese-American Boy*

*Chinese New Year*

*Umbrella*

*The Dragon's Robe*

*Chinese New Year's Dragon*

*A Visit to China*

*"Leave That Cricket Be, Alan Lee"*

*The Crane Girl*

*Over the Deep Blue sea*

*I Hate English!*

*Sadako*

*Digging to China*

*Angel Child, Dragon Child*

*Learning Cultures Through Literature*

*Multicultural Folk tales*

*Farewell to Manzanar*, by Jeanne Houston

*When I Was Puerto Rican*, by Esmeralda Santiago

*Something About America*, by Maria Testa

*American Mosaic: Multicultural Readings in Context*, Barbara Roche Rico & Sandra Mano, eds.

*Braided Lives: an Anthology of Multicultural American Writing*, Minnesota Humanities Commission

*I Felt Like I Was From Another Planet*, Norine Dresser

*Tales of Courage, Tales of Dreams: a Multicultural reader*

Select Poetry:

Gary Soto

Alberto Rios

Lorna Dee Cervantes

Cathy Song

Li-Young Lee

Ai

Olga Broumas

Kimiko Hahn

Yusef Komunyakaa

Naomi Shihab Nye

Digital Resources from Teaching Tolerance Perspectives on Diversity:

*Zara's Hijab*, Tamera Bryant

*What is the What*, Dave Eggers

*What's Under the Turban*, Vishavjit Singh

*What is Talmud?*, Nina Jaffe and Steve Zeitlin

*What is the Truth About American Muslims?*, Interfaith Alliance

*The rat's Promise: a Tale from Zambia*, UNICEF

*The Reich Citizenship Law of Sept. 15, 1935*, German Reichstag

*The great Immigration Debate*, Patricia Smith

*The Convert*, Chicago Public Media

*The Emerald Lizzard: a Guatamalan Tale of Helping Others*, Pleasant L. DeSpain

*The Fiery Tail: a Chinese Tale of True Beauty*, Hua Long

*The Christmas I Will Never Forget*, I Learn America

*The Communist Manifest*, Karl Marx and Friedrich Engels

*The Awakening*, Henry Mayer

*The Blind Man and the Hunter: a West African tale of Learning from Your Mistakes*, Hugh Lupton

*The breadwinner*, Deborah Ellis

*The Burden of being a Young Muslim*, Holly Woldt

*Supriya's Bowl: A Buddhist Tale of Giving*, Uma Krishnaswami

*Story Corps: Crossing the Border*, Blanca Alvarez and Connie Alvarez

*Stand up Singh*, Vishavjit Singh

*Shoulders*, Naomi Shihab Nye

*Saffron Dreams*, Shaila Abdullah

*Remarks on Signing the Immigration Act of 1965*, Lyndon B. Johnson

*Ramadan*, David F. Marx

*Raspberries! An American Tale of Cooperation*, Mary Newell DePalma

*Papalotzin and the Monarchs: A Bilingual Tale of Breaking Down Walls*, Rigoberto Gonzalez

*Najeeb Abreely, Immigrant Inspector (1890s)*, Gwenyth Swain

*Nativism and the Know-Nothings*, Teaching Tolerance staff

*Muslim Girls Design their Own Culturally Appropriate Basketball Uniforms*, Joseph Erbentraut

*My Illustrated History*, Vishavjit Singh

*My Life in Shadows*, Reyna Wences

*My Name was Hussein*, Hristo Kyuchukov

*Margaret Batchelder, Immigrant Inspector (1903)*, Gwenyth Swain

*Meet Ho'onani Kamai*, Dean Hamer and Joe Wilson

*La Linea*, Ann Jaramillo

*Julia Moves to the United States*, Sean McCollum

*Janet Napolitano Press Release, June 2012*, Department of Homeland Security

*Inspections*, Gwenyth Swain

*I am Tired of Learning new languages, I Lean America*

*I Will be Chosen*, Ramesh Kathanadhi

*How the World Came to Be*, Anita Ganeri

*Hijas Americanas: Beauty, Body Image and growing Up Latina*, Rosie Molinary

*Hawaiians Live in Aloha*, Dean hamer and Joe Wilson

*Fear*, Gary Soto

*Esperanza Rising*, Pam Munoz Ryan

*Creating a New Vision of Islam in America*, Fresh Air NPR

*Crocodile and Ghost Bat Have a Hullabaloo: An Australian Tale of Name-Calling*, Jeff Sapp

*Change for the Better: I dare to Dream in NYC*, Nhi Tong

*Chicken Soup: A Russian tale of Giving*, Irina Starovoytova

*Chinese Exclusion Act*, 4th Congress

*Beyond the Barbed Wire*, Helen Tsuchiya and Larry Long

*Becoming Joey*, Louis J. Rodriguez

*Always Running*, Louis J. Rodriguez

*Alien and Seditian Acts*, 5th Congress

*A War on the Peaceful*, Story Corner

A Backlash Against Arab Americans, Teaching Tolerance staff

*A Place Where Sunflowers Grow*, Amy Lee-Tai and Felicia Hoshino

*Live by What We See at Night*, by Martin Espada

*Un Vida de Esperanza*, Luis Rodriguez and Sara Bullard

*The Zoot-Suit Riots*, Teaching Tolerance Staff

The Power of Language, Teaching Tolerance Staff

*The Fire Horse Girl*, Kay Honeyman

*Story Corps: They Changed My Name*, by Ramon "Chunky" Sanchez

*Story Corps: Fighting to Stay in School*, Sylvia Mandez and Sandra Mendez Duran

*Manzanar, 1942*, by Clem Albers and Francis Stewart

*How Stereotype Threat Affects Us and What We Can Do*, Claude M. Steele

Commonwealth Club Address, Cesar Chavez

Boys in a Cigar Factory, by Lewis Hine

## **Formative Assessment Strategies**

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Formative Assessment Strategies

Classroom Discussion

Student Q & A

Teacher Observation of small-group discussion and collaboration

Conferencing, both in class and online

Assisting in creation of ZeeMee's

Providing feedback on written assignments in Google Classroom

## **Learning Activities/Unit of Study**

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Learning Activities/Unit of Study

You're Never Too Old For Picture Books: Students will examine and read numerous picture books on Immigration, Ellis Island, the Statue of Liberty and specific groups of immigrants to the United States (Montessori style) and will discuss the way in which children's attitudes toward diverse cultural groups have been shaped and influenced by history and society.

On-going whole-class and small-group discussions and collaboration, throughout unit, which will vary in format, from informal discussions, to hot-seat, to Socratic seminars.

Students will read numerous digital excerpts and poems from Teaching Tolerance's Perspectives, centered on identity. They will, then, select seven of these to complete their Interactive Journal entries, in Google Classroom. Their journals will address connections made, challenges to their thinking, key concepts, changes in their thinking, and what they learned.

Zee Mee development: Students will continue to reflect their learning digitally, in the personal ZeeMee's.

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## **Students with 504 Plans**

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## **Gifted & Talented Strategies**

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many

teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.