

# Nov. SW Reading: Immigration

Content Area: **English**  
Course(s):  
Time Period: **November**  
Length: **6-8 Weeks**  
Status: **Published**

## Unit Overview

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This unit incorporates reading non-fiction, research and Social Studies in the understanding of Immigration to the U.S.

## Enduring Understandings

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We can use non-fiction resources to understand why people migrated to the U.S. during the time period of 1840 to 1920.

## Essential Questions

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How do we use non-fiction resources to understand why people migrated to the U.S. during the time period of 1840 to 1920?

## Instructional Strategies & Learning Activities

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Reading Fundamentals

U.S. Immigration:

1840–1920 Grade 7

Overview

Interactive Read-Aloud Lessons

Lesson 1: Reading to Learn From History

uses Immigration by Lizann Flatt, Angel Island: Gateway to Gold Mountain by Russell Freedman, and “Chinese Miners and the Gold Rush” from the Shared Texts and Documents.

Rationale: The habits and practices of effective readers help us to learn about our communities and world. Students will use essential questions and sub-questions to begin an in-depth study of an important historical topic.

Common Core State Standards: RI.7.1, RI.7.3

Skills and Strategies: Using Schema, Questioning, Making Inferences, Determining Importance

Lesson 2: Reading With Essential Questions in Our Minds

uses *Angel Island: Gateway to Gold Mountain* by Russell Freedman and suggested online resources.

Rationale: Readers build their understanding of a topic by organizing their new learning and questions around the big ideas they are seeking to understand. Students will take notes and select and organize important ideas on a concept map.

Common Core State Standards: RI.7.1, RI.7.3, SL.7.1, W.7.10

Skills and Strategies: Using Schema, Questioning, Making Inferences, Determining Importance, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Meeting the Challenge of Vocabulary

uses *Flesh and Blood So Cheap* by Albert Marrin, *Angel Island: Gateway to Gold Mountain* by Russell Freedman, and *Shutting Out the Sky* by Deborah Hopkinson.

Rationale: Readers pay attention to content-specific vocabulary as well as other challenging words to support their understanding of a topic. Students will establish individual glossaries for investigating new vocabulary.

Common Core State Standards: RI.7.4, L.7.4, L.7.6, RI.7.1, RI.7.3, RI.7.10, SL.7.1

Skills and Strategies: Using Schema, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Engaging in Discussion/Collaborating

Lesson 4: Using Text Features to Extract Key Information

uses *Flesh and Blood So Cheap* by Albert Marrin, *Shutting Out the Sky* by Deborah Hopkinson, and suggested online resources.

Rationale: Text features provide support for readers in extracting key details that lead to larger concepts. Students

will use text features to support their search for answers to the essential questions and sub-questions about the topic.

Common Core State Standards: RI.7.5, RI.7.1, RI.7.3, RI.7.4, RI.7.6, RI.7.10, L.7.4, SL.7.1, W.7.9, W.7.10

Skills and Strategies: Text and Genre Features/Structure, Questioning, Making Inferences, Synthesizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge

Lesson 5: Reading History Through Narrative Accounts

uses *Shutting Out the Sky* by Deborah Hopkinson, Excerpts From “The Life Story of a Polish Sweatshop Girl” from

the Shared Texts and Documents, and suggested online resources.

Rationale: History is often told through narratives about the people of the times, as well as through the participants’

own documents and words. Students will notice how historical narratives weave in primary source documents to

deepen the readers’ insights into the topic.

Common Core State Standards: RI.7.4, RI.7.5, L.7.6, RI.7.1, RI.7.2, RI.7.3, RI.7.6, RI.7.10, L.7.4, L.7.5, W.7.9,

W.7.10

Skills and Strategies: Text and Genre Features/Structure, Visualizing, Making Inferences, Determining Importance,

Synthesizing, Finding Word Meaning (Vocabulary), Researching to Build and Present Knowledge

Lesson 6: Building Knowledge From Multiple Perspectives

uses *Immigration* by Lizann Flatt.

Rationale: Readers of history recognize that secondary sources are filtered through the lens of the author's viewpoint on the topic. Students will consult both primary and secondary sources before forming an opinion about a historical topic.

Common Core State Standards: RI.7.1, RI.7.2, RI.7.4, RI.7.6, L.7.6, RI.7.3, RI.7.5, RI.7.10, SL.7.1, L.7.5, W.7.9, W.7.10

Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Synthesizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Researching to Build and Present Knowledge

Lesson 7: Understanding Primary Sources

uses Excerpts From "Speech by Congressman Robert Clancy" from the Shared Texts and Documents.

Rationale: Readers study primary sources to come to their own conclusions about historical events and issues. They paraphrase the big ideas and note their confusions or reactions. Students will paraphrase and analyze a primary source speech opposing the 1924 Immigration Act.

Common Core State Standards: RI.7.1, RI.7.2, RI.7.5, RI.7.6, RI.7.3, RI.7.4, RI.7.8, RI.7.10, L.7.4, L.7.5, L.7.6, W.7.9, W.7.10

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Determining Importance, Synthesizing, Finding Word Meaning (Vocabulary), Researching to Build and Present Knowledge

Lesson 8: Examining Different Points of View in Primary Sources

uses Excerpts From "Speech by Senator Ellison DuRant Smith" from the Shared Texts and Documents and suggested online resources.

Rationale: Readers study primary source documents that reflect different viewpoints on a historical topic. Students

will examine a speech supporting the 1924 Immigration Act in order to take various perspectives into account as they form their own judgments.

Common Core State Standards: RI.7.1, RI.7.2, RI.7.4, RI.7.5, RI.7.6, RI.7.9, W.7.9, RI.7.3, RI.7.8, RI.7.10, L.7.4, L.7.5, L.7.6, W.7.10

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Determining Importance, Synthesizing, Finding Word Meaning (Vocabulary), Researching to Build and Present Knowledge

Lesson 9: Determining Importance in Reading History

uses Immigration by Lizann Flatt, Excerpts From "President Lyndon B. Johnson's Remarks" from the Shared Texts and Documents, and suggested online resources.

Rationale: Understanding causes and effects in history often helps readers determine the most important information to remember. Students will examine the causes and effect of immigration policy since World War II to extract key points.

Common Core State Standards: RI.7.1, RI.7.2, RI.7.3, RI.7.5, SL.7.1, W.7.9, W.7.10

Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Researching to Build and Present Knowledge

Lesson 10: Deepening Understanding: Gaining Personal Perspectives Through Memoir

uses Breaking Through by Francisco Jiménez and suggested online resources.

Rationale: Memoirs provide windows into the perspectives of people who lived through historical events and

issues. Students will draw conclusions about the effects of immigration from reading a memoir of a Mexican immigrant to the United States.

Common Core State Standards: RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.6, SL.7.1, L.7.6, W.7.9, W.7.10

Skills and Strategies: Text and Genre Features/Structure, Questioning, Making Inferences, Determining Importance, Synthesizing, Finding Word Meaning (Vocabulary), Engaging in Discussion/Collaborating, Researching

to Build and Present Knowledge

Mini-Lessons

Lesson 1: Reading Poetry as a Window Into Multiple Perspectives

uses “Poetry Selections” from the Shared Texts and Documents and suggested online resources.

Rationale: Readers deepen their knowledge of a historical topic by examining poetry written from various perspectives. Students will examine how writers of poetry have taken different points of view on immigration.

Common Core State Standards: RL.7.1, RL.7.2, RL.7.4, RI.7.6, RI.7.9, L.7.6, W.7.9, W.7.10

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Determining Importance, Synthesizing, Finding Word Meaning (Vocabulary), Researching to Build and Present

Knowledge

Lesson 2: Reading Visual Primary Sources

uses “Pro- and Anti-Immigration Cartoons” from the Shared Texts and Documents.

Rationale: Readers study visual primary sources, such as political cartoons, to deepen their understanding of an

issue. Students will analyze current political cartoons about immigration to determine their messages and distinguish their differing viewpoints.

Common Core State Standards: RI.7.1, RI.7.2, RI.7.3, RI.7.6, RI.7.8, SL.7.1, W.7.9, W.7.10

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge

Lesson 3: Synthesizing to Address Our Essential Questions – Part 1

uses students’ concept maps.

Rationale: Readers of history try to learn lessons for today from their research into the past. Students will reflect on

the information they have collected on their concept maps in order to determine lessons from the history of immigration in the U.S. to apply to the immigration issues of today.

Common Core State Standards: RI.7.1, RI.7.2, RI.7.3, SL.7.1, W.7.9, W.7.10

Skills and Strategies: Using Schema, Making Inferences, Determining Importance, Synthesizing, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge

Lesson 4: Synthesizing to Address Our Essential Questions – Part 2

uses students’ synthesis charts.

Rationale: Readers studying historical topics synthesize their findings to focus on the most important ideas and address their essential questions. Students will revisit their responses to the first essential question to address the

role immigration has played in U.S. history.

Common Core State Standards: RI.7.2, RI.7.1, SL.7.1, W.7.9, W.7.10

Skills and Strategies: Using Schema, Making Inferences, Determining Importance, Synthesizing, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge

Lesson 5: Analyzing an Argumentative Essay

uses “The Value of Immigration” by Louis Elkner-Alfaro from the Shared Texts and Documents.

Rationale: Writers use their background knowledge and lessons learned to share their views on important issues.

Students will read and analyze an argumentative essay on immigration written by a college student.

Common Core State Standards: RI.7.1, RI.7.6, RI.7.2, RI.7.4, RI.7.5, RI.7.8

Skill and Strategy: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing

Lesson 6: Developing a Perspective

uses “The Value of Immigration” by Louis Elkner-Alfaro from the Shared Texts and Documents.

Rationale: Writers of argumentative essays carefully consider what they know and need to know about their topic.

Students will review their notes and consider their viewpoint on the role immigration has played in the U.S.

Common Core State Standards: RI.7.1, W.7.1, RI.7.5, RI.7.8, SL.7.1, W.7.7, W.7.8

Skills and Strategies: Using Schema, Determining Importance, Engaging in Discussion/Collaborating, Writing Arguments Focused on Discipline-Specific Content

Lesson 7: Developing a Thesis

uses “The Value of Immigration” by Louis Elkner-Alfaro from the Shared Texts and Documents.

Rationale: Writers of argumentative essays develop a clear thesis that states their opinion on the topic.

Students

will examine a mentor text to identify the thesis and craft their own thesis statements.

Common Core State Standards: RI.7.2, RI.7.5, W.7.1, RI.7.1, SL.7.1

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Engaging in Discussion/Collaborating, Writing Arguments Focused on Discipline-Specific Content

Lesson 8: Using Anecdotal Evidence in an Argument

uses “The Value of Immigration” by Louis Elkner-Alfaro and “Erin G. Interviews Gill M., Djibouti” from the Shared

Texts and Documents.

Rationale: Writers sometimes use their own or others’ experiences as evidence for the reasons that support their

claims. Students will learn how to use anecdotal evidence in their argumentative essays.

Common Core State Standards: RI.7.1, RI.7.3, W.7.1, W.7.7, W.7.8

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Synthesizing,

Writing Arguments Focused on Discipline-Specific Content

Lesson 9: Writing a Strong Conclusion

uses “The Value of Immigration” by Louis Elkner-Alfaro from the Shared Texts and Documents and students’ essay drafts.

Rationale: Essays with strong conclusions make an impact on their readers. Students will develop meaningful conclusions for their essays and make final revisions to ensure their essays are error-free for publication.

Common Core State Standards: RI.7.5, RI.7.6, W.7.1, W.7.4, W.7.5, RI.7.4

Skills and Strategies: Making Inferences, Finding Word Meaning (Vocabulary), Writing Arguments Focused on

Discipline-Specific Content

Lesson 10: Sharing and Learning From Essays

uses students’ essays.

Rationale: Writers contribute to each other’s knowledge by sharing their perspectives on a topic of study.

Students

will read each other’s essays on immigration and give and receive feedback from their peers.

Common Core State Standards: RI.7.6, RI.7.8, SL.7.1, SL.7.3

Skills and Strategies: Determining Importance, Synthesizing, Listening and Responding

Summative Assessment

Students will read excerpts from “Pauline Newman’s Unpublished Memoir” and “The Life Story of an Italian

Bootblack” in order to answer selected and constructed response questions.

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

Students will learn about the history of opportunity to earn a living and why people immigrated.

TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
TECH.9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
WRK.9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
TECH.9.4.8.GCA	Global and Cultural Awareness
TECH.9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
WRK.9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.  Multiple solutions often exist to solve a problem.
TECH.9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
TECH.9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
WRK.9.2.8.CAP.4	Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
WRK.9.2.8.CAP	Career Awareness and Planning
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
TECH.9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
TECH.9.4.8.DC.1	Analyze the resource citations in online materials for proper use.  An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

## **Interdisciplinary Connections**

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
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LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.

## **Differentiation**

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- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components:**
  - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
  - Process – how the student will acquire the content information.
  - Product – how the student will demonstrate understanding of the content.
  - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

### **Differentiation occurring in this unit:**

Students will be encouraged to challenge themselves when writing. Struggling students will receive additional instruction and modifications

## **Modifications & Accommodations**

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Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

### **Modifications and Accommodations used in this unit:**

IEP and 504 accommodations will be utilized.

## **Formative Assessments**

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Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

### **Formative Assessments used in this unit:**

Rough drafts

discussion

## **Benchmark Assessments**

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**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

### **Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

### **Additional Benchmarks used in this unit:**

Aimsweb

Linkit testing 3 times a year.

## **Summative Assessments**

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**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

Assessments from Schoolwide unit.

Teacher made assessments

Benchmark assessemnts

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**Instructional Materials**

Mentor Texts

Angel Island:

Gateway to Gold Mountain

by Russell Freedman

Breaking Through

by Francisco Jiménez

Flesh and Blood So Cheap

by Albert Marrin

Immigration

by Lizann Flatt

Shutting Out the Sky

by Deborah Hopkinson

Shared Texts and Documents

“Chinese Miners and the Gold Rush”

(Lexile Level: 1230L)

“Erin G. Interviews Gill M., Djibouti”

(Lexile Level: 850L)

Excerpts From “The Life Story of a Polish Sweatshop Girl” (Lexile Level: 1070L)

Poetry Selections

Excerpts From “President Lyndon B. Johnson’s Remarks” (Lexile Level: 1150L)

Pro- and Anti-Immigration Cartoons

Excerpts From “Speech by Congressman Robert Clancy” (Lexile Level: 1400L)

Excerpts From “Speech by Senator Ellison DuRant Smith” (Lexile Level: 1330L)

“The Value of Immigration” by Louis

## Standards

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LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LA.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LA.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LA.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LA.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LA.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LA.RI.7.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LA.RI.7.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LA.W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

