AAPI: Nov. SW Reading: Immigration

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

Unit Overview

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

Enduring Understandings

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

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

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.

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
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.
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
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).
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).
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
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.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.4.8.GCA	Global and Cultural Awareness
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Interdisciplinary Connections

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.

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

- 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 recieve additional instruction and modifications

Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Formative Assessments

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

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

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

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

Elkner-Alfaro (Lexile Level: 1230L)

Standards

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.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
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.7.7	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.
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.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.