

# Lesson 6

## Coming to America

**Subject Area:** Social Studies- Why Do People Immigrate? Part I

**Group/Grade:** K-2

**Time Frame:** 2 (45 minute )class periods

**Objectives:** Introducing immigration through literature provides a springboard for facilitating critical thinking skills. The story provides an opportunity to introduce needed tools for students to use in analyzing, organizing and understanding data and provides background information for future lessons. The exercise will enable students to construct a more historically accurate view of the impact of European settlers on Native American cultures.

**Standards:**

- I- Culture: 1c
- II-Time, Continuity, and Change: 2c, 2b

**Materials:**

- Text- *Coming to America: The Story of Immigration* by Betsy Maestro.
- Crayons
- Markers
- Typing paper
- Classroom dictionaries (optional)
- Individual dictionaries

**Learner Factors:**

Students will work cooperatively in various group settings:

- Whole class *interpersonal*
- Small group *interpersonal*
- Partners *interpersonal*
- Independently *intrapersonal*
- Children will identify and define key vocabulary terms from the text. *linguistic*
- Children will use artistic representation to demonstrate their knowledge. *spatial*
- Children identify important definitions from the text. *linguistic*

**Motivational Activities:**

The teacher will begin the lesson as a whole class activity. The teacher explains to the students that the class will start a lesson on immigration. In order to learn as much as possible, the class will start by reviewing and/or learning some important words. Sometimes we encounter new words and we do not know what the words mean. Occasionally, we can

understand words by how they are used, or by looking at and hearing words that are around the unknown word. The teacher will explain to the students that the class will be practicing strategies to help them understand new words when reading or listening to read aloud stories. As the teacher moves through the steps, the teacher models for the students by ‘thinking out loud’ as she/he works. The teacher writes the vocabulary words on the board, saying the words out loud as the words are written. After reading each word, the teacher asks the students what they think the word means. The teacher takes suggestions from the class. The class comes to a general consensus on which definition they think best matches the word. The teacher writes the suggestion on the board and informs the class that the words will be revisited and clarified later.

Word suggestions:

Immigrants are people who come to a new land to make their home.

Native Americans are distant relatives of the first ancient hunters who came to the new world.

Refugees are people who are forced to leave their homelands to escape persecution, war, or natural disasters.

Culture means a way of life that is special to a group of people.

### **Lesson Development:**

The teacher guides the class through a picture walk of the text:

- Look at the picture on the cover of the book.
- Read the title of the book to the class.
- Ask the students what they think the book is about.
- Take a moment to look at the pictures in the book, but do not read any text.

Review the vocabulary words listed on the board. Ask students if they think they know any more about the word definitions. Allow time for students to modify their thinking. After this quick review, read the text. During reading, the teacher will guide the students through the use of context clues to define, describe, compare and/or contrast the words. Now review the vocabulary words listed on the board. Allow time for students to ask questions.

### **Closure:**

(This activity is geared to students who are beginning to read and use classroom dictionaries. If this activity is not appropriate for the student reading level, please substitute the verbal and visual word association activity instead). Divide the students into small groups. Each student gets a classroom dictionary. Each group is assigned one of the vocabulary words. The group works together to find their word in the dictionary. As a group, they will decide which definition they think best matches the story. After all groups find their definition, each group shares their definition with the class. All class members help clarify the definition by asking questions and offering suggestions. When the definition is decided upon, the definition is written on the board. All students now take out their personal dictionaries and copy the new vocabulary words and definitions.

**Link up:**

Briefly introduce the World map. Identify location of America. This lesson is designed to activate prior knowledge and to build background knowledge for the younger student. Key ideas from this literature selection may be reviewed at the beginning of the next lesson. A brief introduction of the world map and identifying the location of America may be helpful.

The teacher will return to the existing timeline. Choose dates from the text and have students place them on the timeline.

Suggested dates:

- Explain how long ago the Native Americans lived in America in relationship to the timeline.
- 1492-Columbus sailed to North America
- 1692-Slaves brought to the English colonies
- 1700's-Thousands of people have come from Spain, France, and all over Europe.

Additional dates are listed on the Table of Dates located at the end of the story. The teacher may choose to modify the selection as necessary. This table is a great source to use throughout the unit.

**Extensions:**

Students create a page for the classroom glossary. The page can include the word, the agreed upon definition, and a picture. An optional activity could be to have students draw a picture they associate with each word meaning. Students can attempt to write the key words and/or definitions, or the teacher can provide copies of the words and definitions which students can cut out and glue on the page next to their pictures. Students can use the sheets to create their own classroom dictionaries.

**Follow up/ Extended:**

These activities reinforce the teaching of reading in the content area of social studies. The strategies practiced are appropriate for learning key terms in all content areas.

**Student Assessment:**

- Students will contribute to a classroom glossary.
- Students will maintain an individual dictionary/glossary.
- Students will complete a verbal and visual word association sheet for each vocabulary word.
- Students will complete a page in their writing journal in response to the activity. The response may be a picture, words, or a combination of both.

**Self Assessment:**

- Teacher writing journal