

Lesson 7

Coming to America

Subject Area: Social Studies -Why do People Immigrate? Part 2

Group/Grade: K-2

Time Frame: 2 (45 minute) class periods

Objectives:

This lesson provides opportunities for students to practice classifying and organizing new information. The students will work in small group, whole group settings, and with partners. Students will identify different cultures that have immigrated to America. Students will provide key words for the web. Students will identify key words from the story.

Standards

- I-Culture: 1a, 1b, 1c, 1d, 1e.
- II-Time, Continuity, and Change: 2b.
- III-People, Places, and Environment: 3a, 3b, 3g.

Materials:

- *The Pilgrims Before the Crossing* by Susan Whitehurst.
- *Coming to America: The Story of Immigration* by Betsy Maestro
- Chart paper
- Markers

Learner Factors:

Behavioral: Students will work cooperatively in various group settings:

- Whole class *interpersonal*
- Small group *interpersonal*
- Partners (student/student and/or student/teacher) *interpersonal*
- Independently *intrapersonal*
- Students will identify different cultures that have immigrated to America. *linguistic*
- Students will provide ideas for the word web. *linguistic*
- Students will identify key ideas from the story. *linguistic*

Motivational Activities:

The teacher will begin by gathering the students in a common meeting area, such as the classroom library or on a rug. The teacher will explain to the students that they will be continuing a lesson on immigration. The words immigrate and immigrations should be written on the board or on chart paper. Ask the students to review the definition of immigration. Listen to student responses and record student responses on chart paper or on the board. Immigration has been added to classroom dictionaries in the previous lesson). The teacher will write 'immigration' in the center of a word web. The web can be written on chart paper and displayed on the wall for use throughout the unit. The teacher will ask the students why people immigrate. Student responses will be recorded on the word web.

Students will offer suggestions for the web based on the story and possible personal experience. The teacher will prompt students as needed to facilitate answers containing key vocabulary. The teacher will clarify any questions or misinformation about immigration at this time. Students can add new word/definition to personal dictionary or classroom glossary. Explain how the class will use a story walk to learn as much from written texts as possible. The teacher should inform students that the previous lesson focused on learning new words. Today's focus will be to learn new information in addition to the words from the previous lesson. In this lesson, the students will focus on the procedure of the story walk. Because some key words are already known, today's focus will be on what the text is about. Additional words may be highlighted by the teacher. Dependent on the developmental level of the students, the teacher may complete a chapter at a time, or use the whole text. The teacher may wish to limit the amount of new words/concepts that students are expected to remember/respond to.

Lesson Development: Explain the procedure for a story walk. As the procedure is explained, the teacher will model the procedure. The teacher may ask students what the next step should be as they follow the procedure. The procedure can be modified according to the age group, but whatever format is developed by the teacher should be consistently used when taking story walks through future texts.

- Look at the picture on the cover of the book.
- Read the title of the book out loud.
- Ask the students what they remember about the story. The teacher may list student responses on the board or on chart paper.
- Turn the pages in the book, looking at the pictures, questioning what the pictures may tell about the story. Encourage students to ask questions, and to talk about what they think the story will tell them. The teacher can continue to record student guesses. (The teacher can post the steps for taking a story walk with accompanying pictures to be used again during other read aloud activities).

The teacher will read the text, stopping as needed to identify and review key words and to allow children to share their thoughts about the story. The teacher will encourage students to make connections between the text and the pictures. After reading the story, the teacher and students will review what they have learned from the story. The teacher will encourage students to answer the questions they develop while listening to the text. Point out to students the difference in dress of King Henry VIII (pg. 4), Queen Elizabeth (pg. 15), and King James (pg. 17). Compare it to the dress of the English family (pg 12). Compare to the dress of the Separatists (pg. 6, 11, 18). Remind students that everyone on the Mayflower did not come to America looking for religious freedom. Who else came? What were they called? The Pilgrims consisted of Separatists and Strangers. Since they came for different reasons, could they all get along? The answer to this question will be addressed in a later lesson.

Closure:

Students will draw themselves dressed as a king, queen, Separatist, or English family member. Students can share an explanation of their drawing with the class, then place the drawings in the museum and include them in their social studies/art portfolio.

Link:

Again, display the world map. Identify places from which people immigrated. Show an imaginary line leading to America.

Student Assessment:

Teacher will return to the existing timeline. Choose date from the text and have students place them on the timeline.

Suggested dates:

1530- King Henry VIII leaves the Church of England.

1607-Scrooby Separatists take a ship to Holland

1618-Separatists discuss leaving Holland.

Self Assessment:

Teacher journal