Lesson #1 – Introduction to Immigration – The Memory Coat

**Subject Area:** Social Studies

**Grade:** 4/5

**Time Frame:** 3 - 45 minute periods

**Objectives:** By this lesson the students will understand, in a broad sense, why people immigrated to America and how individual heritage is important. They will be able to interview family members and recognize the importance of their own heritage.

**Standards:** I and II

**Materials:**
- *The Memory Coat,* By: Elvira Woodruff, Illustrated By: Michael Dooling. (Enclosed)
- Plenty of construction paper for follow-up homework assignment.
- Grocery store paper bags (one for each student).
- Sample “Memory Coat” homework assignment. (Enclosed)
- Interview questions for memory coat. (Enclosed)
- Criteria Sheet (Enclosed)

**Learner Factors:** Visual learners benefit from visual presentation of the picture book. Auditory learners benefit from hearing the story read aloud to them. The hands on activity that will follow the book will benefit the kinesthetic learners.

**Motivational Activity:** To begin the lesson the class will define what an immigrant is. On chart paper the class will answer the question, “How did we become an American?” and “Where did we (or our families) immigrate from?”
Lesson Development: The teacher will gather the students on the floor, carpet or in desks (if that is what space allows) and read the "Memory Coat" aloud to them. Discuss the hardships that Rachel and Grisha's family had to endure in their travels to Ellis Island. Discuss with the students that maybe many of their family members may have had to endure the same problems. Refer to main points in the story and how important immigration and heritage is to the American people. The students will be assigned for homework to draw and decorate their own Memory Coat with things on it that relates to their own family. Through an interview, the students will answer the following questions to produce their Memory Coat: Did any of your relatives come from another country? Where did they come from? What do they remember from the old country and what were some of their experiences coming to America?

Closure: The children will present their Memory Coats orally in class.

Follow-Up: In the next lesson, the students will learn how to make and read a graph.

Extended Activity:

- Make a dish from their ethnic background to share with the class.
- Invite a person to speak to the class on their personal trials/tribulations as an immigrant.
- Writing poetry on a family member. Example of a simple "Skinny Poem" enclosed.

Student Assessment: The children will be graded on their coats. They will be graded on how they demonstrated their heritage on their Memory Coat. Student assessment rubric guidelines will be passed out and discussed before project. (Enclosed)
<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Class</th>
<th>Activity Evaluation Form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Knowledge of Content</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Organization</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mechanics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Creativity</td>
</tr>
</tbody>
</table>

Comments:
# Activity Evaluation Form

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Adequate</th>
<th>Minimal</th>
<th>Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of Content</strong></td>
<td><strong>You have a lot of information. Shows that you did extra research. The details that you selected support the main idea.</strong></td>
<td><strong>You have used enough important information. You have shown enough research. The details are correct and support the main idea.</strong></td>
<td><strong>Some of the information you used has nothing to do with your project. Showed some research, but not much. The main idea was only supported by few details.</strong></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td><strong>Very well organized. The way you set up your project is easy to follow, it explains and points out the main ideas.</strong></td>
<td><strong>Good organization. You focused on the main ideas.</strong></td>
<td><strong>Your set up is confusing. Several key ideas were missing.</strong></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td><strong>The spelling, labeling and dates are all perfect.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td><strong>You have told the information in an excellent way. It seems that you understand your audience.</strong></td>
<td><strong>Clear and nice looking. No clutter or mess. You have shown that you somewhat know your audience.</strong></td>
<td><strong>This is very messy. Your information can not be understood. You have shown no understanding of your audience.</strong></td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td><strong>Your project shows that you put a great deal of creative energy into it.</strong></td>
<td><strong>Somewhat creative and original.</strong></td>
<td><strong>You have put very little creativity in this project. Nothing about this shows any originality.</strong></td>
</tr>
</tbody>
</table>

**COMMENTS:**
INTERVIEW QUESTIONS FOR MEMORY COAT

Name_____________________

I interviewed __________________________________________

Where were you born? _____________________________________

What country did you come from? ____________________________

How did you get to the US? _________________________________

What do you remember about the old country? _________________

________________________________________________________________

________________________________________________________________

Did you have a job when you came here or did you go to school? __________

________________________________________________________________

Did you speak English? _________________________________

If not was it hard to learn the language? _______________________

Any other information about coming to the US ...

________________________________________________________________

________________________________________________________________
DOOLEY

A leaper,
A licker,
A lapper,
My dog.

A roller,
A runner,
A racer,
My dog.

A shaker,
A shredder
A slurper,
My dog.

I love him,
The fuzz him,
Great Dooley
My dog.

A______________
A______________
A______________
My______________

A______________
A______________
A______________
My______________

A______________
A______________
A______________
My______________

I______________
The______________

My______________