



America's Salad

The Story of Immigration to Massachusetts

Social Studies Grade 4

This unit of study should begin at the appropriate time of the year, selected by the teacher, in order to ensure that students have pertinent background information and context for successfully understanding the concepts addressed in the unit. Students are familiar with doing research and are able to cite sources accurately. We also recognize that a truly in-depth unit may require more than two weeks of time, depending on each teacher's goals and outcomes for the unit.

These Model Curriculum Units are designed to exemplify the expectations outlined in the MA Curriculum Frameworks for English Language Arts/Literacy and Mathematics incorporating the Common Core State Standards, as well as all other MA Curriculum Frameworks. These units include lesson plans, Curriculum Embedded Performance Assessments, and resources. In using these units, it is important to consider the variability of learners in your class and make adaptations as necessary.

Introduction

Unit Overview: Students will learn about the major immigrant groups that lived and settled in Massachusetts. By capitalizing on the rich, diverse cultures that students bring to the classroom, they will understand change and how this influenced their society. Using valid and reliable sources students will research their heritage. Throughout the unit students will reflect on how life is affected by many cultures. It is our goal that by the end of the unit, students will have an understanding of how immigrant groups settled in various areas for a variety of reasons. Students will also be developing research skills over the course of these lessons. This unit is comprised seven lessons that will be taught throughout as two week period. The skills addressed, as well as the unit's format, can be adapted to meet the diverse needs of all students.

Standards: The standards addressed in this unit are HSS4.16, SL4.4, RI4.1, RI4.9, and W4.8

Timeline: This unit is made up of six lessons. The unit can be taught over 11-14 60 minute periods. An additional 60 minute period will be necessary to present the performance task. This unit should be done after the U.S. Regions Unit (addressing HSS 4.9 and HSS 4.11). Both units incorporate research skills.

Estimated number of minutes for this unit: Minimum 660 minutes

These minutes are broken up as follows: 11-14, 60 minute blocks. This unit incorporates reading, researching, writing and speaking activities. In order to maximize your teaching time, consider working across the ELA, writing, and history content areas to teach this unit. Consider the instructional content areas available to teachers, using your Interactive read-aloud, guiding reading, independent reading work stations/centers, and readers' or writers' workshop time to work with the suggested materials where appropriate.



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Stage 1 Desired Results		
<p>ESTABLISHED GOALS G</p> <p>(HSS 4.16) Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese).</p> <p>(SL 4.4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes: speak clearly at an understandable pace.</p> <p>(RI 4.1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>(RI 4.9) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>(W4.8) Recall relevant information from experiences or gather relevant information from print or digital sources; take notes and categorize information, and provide a list of sources.</p>	Transfer	
	<p>Students will be able to independently use their learning to... T</p> <p>T1: HSS – Analyze and resolve conflicts in order to work and live cooperatively with others.</p> <p>T2: Literacy - Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.</p>	
	Meaning	
	<p>UNDERSTANDINGS U</p> <p>Students will understand that...</p> <p>U1: People move for a variety of reasons (opportunity, adventure, fleeing, involuntary, etc.).</p> <p>U2: Immigrant groups settled in various areas of the Massachusetts for specific reasons.</p> <p>U2: To study the past, researchers use a variety of sources and are able to evaluate the sources’ reliability and validity.</p>	<p>ESSENTIAL QUESTIONS EQ</p> <p>EQ1: Why do people move?</p> <p>EQ2: Why do immigrant groups settle in specific areas? (neighborhoods, regions)</p> <p>EQ3: Why do we study the past?</p> <p>EQ4: What makes a source reliable and valid?</p>
	Acquisition	
	<p>Students will know... K</p> <p>K1: America is a nation built on immigration.</p> <p>K2: Major immigrant groups.</p> <p>K3: The geographical location of major immigrant groups living in Massachusetts.</p> <p>K4: Content related vocabulary (see Learning Plan).</p> <p>K5: Informational text features.</p>	<p>Students will be skilled at... S</p> <p>S1: Reading and interpreting primary and secondary documents.</p> <p>S2: Note-taking strategies for collecting information.</p> <p>S3: Drawing inferences and making conclusions from several sources in order to present ideas clearly and with historical accuracy.</p>
Stage 2 – Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Clearly presented information</p> <p>Details that support the main idea</p> <p>Well-organized well-developed notes</p> <p>Historical accuracy</p>	<p>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT</p> <p>Becoming an Immigrant – Students will research an immigrant of interest who came to Massachusetts. Students can decide if “their immigrant” will be based on their own family or an immigrant that they are interested in researching, i.e., “I think I would like to do research on Vietnam because “Johnny’s” interview/story was so interesting.” Students will research, using a variety of reliable sources, to write an informational piece.</p>	



Goal: Your goal is to explain and present your story at the “Heritage Fair.”
 Role: You are a researcher and author of your family’s story.
 Audience: Peers, classmates and invited guests.
 Situation: You have been asked to tell the story of your family in order to teach others about your heritage
 Product, Performance, and Purpose: You will write an informational piece (letter, essay, children’s book, etc.) which includes facts and evidence from your research.
 Standards and Criteria for success: Your informational piece must include enough information to complete your piece—tell your story.

Research notes include accurate information
 Observations record a progression of learning with regard to academic conversations, research, and note-taking.

OTHER EVIDENCE:
 Teacher observations/ notes
 Informal checks for understanding
 Written reflections
 Two-column notes
 Informational piece

OE

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Hook: Everyone in America has origins from another country. Where did your ancestors originate? Discuss/share

Display a large “salad bowl” by drawing on poster board or chart “America’s Salad.” Include pictures of all students, hand drawn or photographs. You may want to add serving utensils to “mix it up.” Explain that like Massachusetts, a salad is created by mixing many different components. The vegetables alone would not have the impact they do when combined with many different foods. A variety of ingredients always makes for a better “salad.”

Lesson 1: Understanding immigration - Students will understand the concept of immigration.

Vocabulary Sample

immigration	contributions	“Melting Pot”	Prejudice
hardships	Ellis Island	Statue of Liberty	Equitable
culture	Origin	Ancestors	Heritage

Lesson 2: Where and why people/groups settled in Massachusetts. Identify where and why immigrants settle in Massachusetts.

Lesson 3: Appreciating Differences . Students will share information gained from family interviews. In order to actively involve all students, begin this lesson once responses from all students are completed.



Lesson 4: Distinguishing valid and reliable sources/Reasons for studying the past, Students will learn how to distinguish valid and reliable sources and be able to locate and utilize them.

Lesson 5: Becoming a historical researcher. Students will research and take notes from immigrant of choice.

Lesson 6: Creating an informational piece by putting the research all together. Students will create a “Heritage Information Piece” to be included in class book to be presented and displayed at “Heritage Fair.”

Lesson 7: CEPA. Students will present informational piece to invited guests during “Heritage Fair.”

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Lesson 1- Understanding Immigration

Brief Overview of Lesson: Students will understand the concept of immigration. As you plan, consider the variability of learners in your class and make adaptations as necessary.

Prior Knowledge Required: Grade 1-3 HSS standards and personal experiences

Estimated Time: 1 day x 60 minutes

Resources for Lesson: *Immigrant Kids* by Russell Freedman , *Immigrants* by Martin W. Sandler, *Coming to America: The Story of Immigration* by Betsy Maestro, *You Are There Immigrants Coming to America* by Gare Thompson, *Family Pictures/Cuadros de Familia* by Carmen Lomas Garza, and maps, poster sized paper, student notebooks, markers

Digital Sources

<http://teacher.scholastic.com/activities/immigration/tour/>

Contains Ellis Island Interactive tour with facts, pictures and videos , Immigration Historical Timeline, Immigration Data, and a Virtual Field Trip to Ellis Island

<http://www.pbs.org/teachers/connect/resources/7603/preview/>

Immigration Explorer



Unit: America's Salad: The Story of Immigration to Massachusetts

Content Area/Course: Social Studies

Lesson #1– Understanding Immigration

Time: 1 x 60 minutes

By the end of this lesson students will know and be able to: Describe the concept of immigration and explain reason(s) people choose to move to America

Essential Question(s) addressed in this lesson:

EQ1: Why do people move?

EQ2: Why do immigrant groups settle in specific areas (neighborhoods, regions)?

Standard(s)/Unit Goal(s) to be addressed in this lesson :

(HSS 4.16) Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese).

Instructional Tips/ Strategies/Notes for Teachers: Carousel Brainstorming- During carousel brainstorming, students will rotate around the classroom in small groups, stopping at various stations for a designated amount of time. While at each station, students will activate their prior knowledge of different topics or different aspects of a single topic through conversation with peers. Ideas shared will be posted at each station for all groups to read. Through movement and conversation, prior knowledge will be activated. Scaffolding will be provided for new information to be learned in the proceeding lesson activity.

Anticipated Student Preconceptions/Misconceptions

Students may believe all immigrants from one country settled in one area of the U.S. They may also have stereotypes about certain groups. Immigrants do not want to learn English. They take jobs away from "Americans."

Lesson Sequence:

- Students actively participate in a carousel in which thoughts are recorded about the following questions: 1. Where do people who live in America come from? 2. Why did people move to America? 3. Do immigrants settle in certain regions? Why or why not? 4. How do you think immigrants contribute to the existing cultures? Each question will be written on a separate piece of chart paper and posted in four corners of the classroom.
- Teacher should discuss/explain vocabulary and questions to ensure students are able to participate in the carousel activity.
- Divide students into four groups that will rotate around the room during this activity. Students may be grouped by mixed abilities in order to add scaffolding for students in need. Each group will have a designated recorder and presenter. Teacher will circulate among the groups to provide assistance and prompt when necessary.
- Direct each group to stand in front of a question station. Give each group a colored marker for writing their ideas. Different colored marker will help to track each groups' response more readily.
- Inform groups that they will have between 3-5 minutes to brainstorm and write responses to each question. When time is called, groups will rotate to the next question in clockwise order. Numbering the stations will make it easier for students to track.
- Using a timer, begin the group rotation. Continue until each group has answered all four questions.
- Before leaving the final question, have each group select the top three to five ideas from their station to share with the entire class. Teacher models how to share out ideas from poster. Teacher will also provide the sentence frame, "In my group I chose _____ because_____."



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- After the groups have completed the carousel, the teacher may decide to share out particular answers from each poster. Any misconceptions should be clarified throughout the unit.
- To meet the needs of all students, during read alouds, teachers should stop at their discretion to check for understanding and key vocabulary.
- The teacher reads, *Family Pictures/Cuadros de Familia* by Carmen Lomas Garza or "Coming Over" chapter in *Immigrant Kids* or *Coming to America: The Story of Immigration* to reiterate the concept of immigration and continue the discussion of the questions listed above.
- Students will write or type a written reflection, in their immigration notebooks, answering both of the immigration questions dealing with where and why people moved to America.

Formative assessment: Recording on carousel posters and written or typed reflection

Preview outcomes for the next lesson: Students will understand where and why immigrants settled in Massachusetts.



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Lesson 2 - Where and why people settled in MA

Brief Overview of Lesson: Identify where and why immigrants settle in Massachusetts. As you plan, consider the variability of learners in your class and make adaptations as necessary.

Prior Knowledge Required: People have moved to Massachusetts for a variety of reasons.

Estimated Time: 1-2 days x 60 minutes

Resources for Lesson: *All the Way To America* by Dan Yaccarino and <http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html>



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Unit: America's Salad: The story of immigration to Massachusetts

Content Area/Course: HSS/ELA Grade 4

Lesson #2 – Where and why groups settled in Massachusetts

Time: 1-2 days x 60 minutes

By the end of this lesson students will know and be able to: Students will understand that the U.S., and Massachusetts in particular, is made up of people from many diverse cultures.

Essential Question(s) addressed in this lesson:

EQ1: Why do people move?

EQ2: Why do immigrant groups settle in specific areas (neighborhoods, regions)?

Standard(s)/Unit Goal(s) to be addressed in this lesson:

(HSS 4.16) Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese).

Instructional Tips/ Strategies/Notes for Teacher:

Suggested read aloud, *All The Way To America* by Dan Yaccarino. It is the story of the author's great- grandfather's journey from his home in Italy to America where he hopes to find a better life.

Anticipated Student Preconceptions/Misconceptions

Students may believe that certain cultural groups settled in only one area of America / Massachusetts. They may believe all immigrants settled in New York because of Ellis Island.

Lesson Sequence:

- Select a foreign-born group and show the students how the group settled across America by using Immigration Explorer . –focusing in on Massachusetts/
<http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html>
- Revisit carousel charts focusing on where Americans came from and why?
- Identify and discuss the major immigrant groups that live in Massachusetts.
- Focusing on Massachusetts ,begin tracking immigrants based on students' real life experiences. Each child will receive a small flag with his or her name. Have student state country of origin and place flag on specified country on a world map. Working in pairs, have the students discuss patterns that they noticed. What can the students discover about historical immigration trends today?
- As a class, explore website at <http://library.thinkquest.org/20619/> - *Immigration: The Living Mosaic of People, Culture, & Hope*. Teachers may want to read the introduction to increase background knowledge and share with students. Explore the different subtopics to gain additional information on points of interest.
- Tell students that in order to find out more about their heritage they will conduct an interview with an expert source. Explain to students the importance of using primary sources readily available to them, such as family members. To help students generate ideas to gain additional information, they will work in groups of 4-5 to generate additional questions. Questions should include some open -ended (thinking questions). Information will be shared after all responses are collected.



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- Remind students to be considerate when interviewing as some people may not be comfortable sharing their stories. They can either change questions or find a more willing participant.
- Teacher will model doing a “mock interview” with a selected student to demonstrate the process.
- For homework, students will conduct an interview using questions listed on the interview sheet along with 3 or 4 more self-selected questions generated from small group discussion.
- At the end of class use an exit ticket-How does asking questions help us to gain information?

Formative assessment: Teacher observation of group work and questions generated. Exit ticket

Preview outcomes for the next lesson: Students will compare and contrast cultural traditions and influences among class members. Discussion will be based on family interviews.



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Lesson 3 - Appreciating Differences

Brief Overview of Lesson: Students will share information gained from family interviews. In order to actively involve all students, begin this lesson once responses from all students are completed. As you plan, consider the variability of learners in your class and make adaptations as necessary.

Prior Knowledge Required: Respectful listening, Venn Diagrams, 2 Column-Notes

Estimated Time: 1x 60 minutes

Resources for Lesson: Venn Diagrams, 2 Column- Notes



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Lesson #3: Appreciating Differences

Time: 1x60 minutes

By the end of this lesson students will know and be able to:

Appreciate and recognize that America is a nation built on immigration.

Essential Question(s) addressed in this lesson:

EQ1: Why do people move?

EQ2: Why do immigrant groups settle in specific areas?

Standard(s)/Unit Goal(s) to be addressed in this lesson:

(HSS 4.16) Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese).

(SL 4.4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes: speak clearly at an understandable pace.

(W4.8) Recall relevant information from experiences or gather relevant information; take notes and categorize information.

Instructional Tips/ Strategies/Notes for Teacher:

To ensure all students are contributing to the lesson, each child needs to be responsible for returning information gathered from family interview. If a student is unable to conduct interview with a family member, teacher will have to make modifications by providing other adults in the building to be interviewed. While teaching the different parts of this lesson, be sensitive and accommodating towards varying family structures in your classroom. Make clear that your heritage comes not only from bloodlines, but from the cultural traditions.

Anticipated Student Preconceptions/Misconceptions:

All families leave for the same reasons.

All people want to share their stories.

Lesson Sequence:

- After the interviews have been returned, discuss with your class what they have learned about their families' heritage.
- Revisit the world map that was created based on students' initial introduction in Lesson 2. Students will share once again the countries in their cultural background. Add or remove flags as needed.
- Compare and contrast where the flags have been placed. Which countries have the most flags? What do we notice? Similarities/Differences?
- Working with a partner, students will discuss similarities and differences in their family histories. What have they learned about themselves and their culture? What have they learned about their partner? Provide students with graphic organizer of choice to record information, i.e., Venn diagrams, 2 column notes etc.
- Students will use information gathered from their own research along with facts learned from partner discussion to write or type an essay. Essay can be finished for homework.



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Formative assessment: Teacher developed rubric----based on, organization and development, writing resources and vocabulary, conventions and analysis.

Preview outcomes for the next lesson: Students will know the types of sources used to conduct research.



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Lesson 4 - Distinguishing Reliable and valid sources

Brief Overview of Lesson: Students will learn the types of sources and practice reading and analyzing them. As you plan, consider the variability of learners in your class and make adaptations as necessary.

Prior Knowledge Required: Informational text features, basic research skills using one source

Estimated Time: 3-5 days x 60 minutes

Resources for Lesson: Questions to be answered, primary documents, digital resources, a variety of informational texts with differing levels of text complexity, Teacher information about reliable/ valid sources (see below).

http://www.ailf.org/teach/lessonplans/p7_immigrantstories.pdf

<http://www.jemosses.mnps.org/Page36310.aspx>

<http://immigrationupdate.wordpress.com/famous-american-immigrants/>

<http://www.biography.com/people/groups/immigration/us-immigrant>



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Lesson #4: Distinguishing reliable and valid sources

Time: 3-5 days x 60 minutes

By the end of this lesson students will know and be able to: Distinguish reliable and valid sources and understand how to utilize them effectively for research to learn about the past and why we study it.

Essential Question(s) addressed in this lesson:

EQ3: Why do we study the past?

EQ4: What makes a source reliable and valid?

Standard(s)/Unit Goal(s) to be addressed in this lesson:

(W4.8) Recall relevant information from experiences or gather relevant information from print or digital sources; take notes and categorize information, and provide a list of sources.

(RI 4.1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

(RI 4.9) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Instructional Tips/ Strategies/Notes for Teacher: "Think, pair, share" is a cooperative discussion strategy developed by Frank Lyman. **Think:** The teacher provokes students thinking with a question, prompt or observation. Students should take a few minutes to "think" about the question. **Pair:** Using designated partners, students "pair" up to talk about the answers. They compare their mental or written notes and identify the answers that they think are best, most convincing or most unique. **Share:** After students talk in pairs for a few minutes, students "share" their thinking with the rest of the class.

A primary source requires the learner to interact with the source and extract information (see additional resources for more information)

Anticipated Student Preconceptions/Misconceptions: Students may believe that all answers can be found from one source. Students may believe everything that they find is accurate, especially when using the Internet with many unreliable sources.

Lesson Sequence:

- Teacher poses the question, "Why do we study the past?" Students actively participate in a think, pair, share. (see instructions in notes for teacher)
- Teacher introduces idea that students will be historical researchers and research their heritage.
- Teacher explains that a primary source is a record of an event, function, or activity about the period and time you are researching. A primary source could be a letter, report, newspaper article, diary or photo etc. Primary sources provide information that can help us study the past.
- Teacher shows various primary documents, media resources, and other sources. (For examples see teacher resources). Teacher reiterates that students have been researchers in the past, but have only used one source. This time they will answer various questions using at least three sources that are reliable and valid. Students ask questions/ discuss concerns.
- Ask the class, "What are different ways to research information?" Chart responses. Discuss. Explain that books and magazines found in the informational section of the library would be reliable sources. Explain that the internet is a fast and easy way to obtain information. Make students aware that some information found on the internet is not reliable. "When we start researching for our heritage project, we want to use and include only information that comes from reliable sources. "



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- Vocabulary—Discuss meaning of reliable (dependable, credible) and accurate.
- Ask the class, “Do you know any ways to determine reliable sources on the internet?” Chart responses. Discuss.
- Make sure students know that websites can look reliable even if they are not. Here are some ways to determine if a website is reliable:
 - Look at when website was last updated. You want to find the most recent.
 - Most websites ending in .gov, .edu., or .org are reliable.
 - Look at the information source.
 - Look at organizations that sponsor the website.
 - Add any other tips you find beneficial to students.
 - **Student source checklist attached**
- Play a game using smartboard or other device to project websites. Give each student a dry erase board or paper. Show a website for all to view. Give students one minute to decide whether the source is reliable or not. Have students write “yes” for reliable or “no” for not reliable. After each website, explain to students whether or not the website is reliable or not and why?
- Teacher models (using his or her selected immigrant) how to read and analyze multiple sources based on one research question (preferably a question about where and why you settled in the United States). Teacher shows students where to tab or print different sources that answers the question.
- Students select immigrant that they are interested in studying from interview lesson.
- Students work in collaborative groups to use various sources – tabbing or printing different sources that answer the question. If time, have a few students share findings.
- As a class, students discuss the positive/ challenging results of using various sources.

- At the end of the lesson use an exit ticket: Returning to question, “Why do we study the past?” (Use information from exit tickets to address any misconceptions in the next lesson.)

Formative assessment: Teacher records notes from where students tabbed information to answer the question. Exit ticket

Preview outcomes for the next lesson: Students will participate in active research using a variety of reliable and valid sources to answer questions.



Lesson 5 - Becoming a Historical Researcher

Brief Overview of Lesson: Students will research and take notes from immigrant of choice. As you plan, consider the variability of learners in your class and make adaptations as necessary.

Prior Knowledge Required: Able to use informational text features and knowledge of how to research. Also, knowledge of 2-column notes as tool in order to record notes.

Estimated Time: 3 days x 60 minutes

Resources for Lesson: Teacher background of 2-column notes (Additional Resources), primary documents, digital resources, a variety of informational texts with differing levels of text complexity, Two-column notes for research (see below)

http://www.aifl.org/teach/lessonplans/p7_immigrantstories.pdf

<http://www.jemosses.mnps.org/Page36310.aspx>

<http://immigrationupdate.wordpress.com/famous-american-immigrants/>

<http://www.biography.com/people/groups/immigration/us-immigrant>

<http://www.scholastic.com/ups/booklists/51141763e4b09a5523346bb9?page=1>

Books about Immigration, Grades 3-5

http://www.iehs.org/educators/archive/Fiction_for_Elementary_and_Junior_HS_Teachers.pdf

Immigration Fiction



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Lesson #5 – Becoming a Historical Researcher

Time: 3 days x 60 minutes

By the end of this lesson students will know and be able to: Students will be able to gather information presented in various reliable and valid sources in order to answer research questions about an immigrant of choice.

Essential Question(s) addressed in this lesson:

EQ3: Why do we study the past?

EQ4: What makes a source reliable and valid?

Standard(s)/Unit Goal(s) to be addressed in this lesson:

(W4.8) Recall relevant information from experiences or gather relevant information from print or digital sources; take notes and categorize information, and provide a list of sources.

Instructional Tips/ Strategies/Notes for Teacher: Teacher needs to make sure students are recording notes, not full sentences, from the text and getting information from a variety of sources. To differentiate, pairs or groups of students can work on the same immigrant for support.

Anticipated Student Preconceptions/Misconceptions: Students may believe that all answers can be found from one source. Students may believe everything that they find is accurate, especially when using the Internet with many unreliable sources.

Lesson Sequence:

- Ask students “What is historical research?” Teacher continues discussion on becoming a historical researcher and why we study the past. Relate that it is the process by which a researcher selects reliable and accurate evidence from a collection of primary sources in order to find evidence needed to answer questions about the past.
- Teacher displays large 2 column- note chart. If needed, remind students of use and purpose of 2-column notes.
- Using primary sources, teacher models by reading a small part of text aloud and doing a “think aloud” while reading. The purpose of the “think aloud” strategy is to model for students how skilled researchers construct meaning from text. As teacher is demonstrating this process, some strategies that may be included are –stopping to monitor and clarify, rereading and looking for context clues (vocabulary). Build on students’ prior knowledge on using informational text features.
- Teacher models using the two-column notes to write information gathered from read aloud example used and putting information into own words.
- Give students opportunity to practice the technique and offer feedback as needed. Read a selected passage aloud as the students read the same selection silently. A one page photo copy would be sufficient for practicing the technique.
- Students begin to actively research using 2-column notes as a tool to record information. Teacher will observe and provide feedback to students while they are working to monitor and clarify for student understanding. To meet the needs of all students, teacher will work individually and /or with small groups to provide additional support.
- Considering this may be a lengthy process, part of the research may be completed at home or during writing or workshop time.

Formative assessment: Two-column notes produced by individual students/ teacher observations

Preview outcomes for the next lesson: Students will use notes to synthesize information.



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Lesson 6 - Creating an informational piece by synthesizing information (Part of CEPA)

Brief Overview of Lesson: Students will synthesize research from notes in a clear expository piece. As you plan, consider the variability of learners in your class and make adaptations as necessary.

Prior Knowledge Required: Knowledge of synthesizing

Estimated Time: 2-3 days x 60 minutes

Resources for Lesson: Primary documents, digital resources, a variety of informational texts with differing levels of text complexity

http://www.ailf.org/teach/lessonplans/p7_immigrantstories.pdf

<http://www.jemosses.mnps.org/Page36310.aspx>

<http://immigrationupdate.wordpress.com/famous-american-immigrants/>

<http://www.biography.com/people/groups/immigration/us-immigrant>

<http://www.scholastic.com/ups/booklists/51141763e4b09a5523346bb9?page=1>

Books about Immigration and Heritage Grades 3-5

Leveled readers

[http://www.iehs.org/educators/archive/Fiction for Elementary and Junior HS Teachers.pdf](http://www.iehs.org/educators/archive/Fiction%20for%20Elementary%20and%20Junior%20HS%20Teachers.pdf)



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Unit: America's Salad: The Story of Immigration to Massachusetts
Content Area/Course: Social Studies Grade 4
Lesson #6 – Creating an informational piece by putting the research all together
Time: 2-3 days x 60 minutes

By the end of this lesson students will know and be able to: Synthesize information gathered from research and notes to create an informational piece.

Essential Question(s) addressed in this lesson:

- EQ1: Why do people move?
- EQ2: Why do immigrant groups settle in specific areas? (neighborhoods, regions)
- EQ3: Why do we study the past?
- EQ4: What makes a source reliable and valid?

Standard(s)/Unit Goal(s) to be addressed in this lesson :

(HSS 4.16) Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese).
(W4.8) Recall relevant information from experiences or gather relevant information from print or digital sources; take notes and categorize information, and provide a list of sources.

Instructional Tips/ Strategies/Notes for Teacher: Teacher needs to make sure students are synthesizing information accurately and using his or her own words.

Anticipated Student Preconceptions/Misconceptions: Copying directly from a text is acceptable.

Lesson Sequence:

- Teacher models how to take information from notes (prior lesson) to begin composing informational piece – “My Heritage.” Teacher will reread notes using the “think aloud” technique to demonstrate how to turn phrases into complete sentences. Teacher will begin to craft his/her story. Teacher will remind students how to recount events in a sequential order, grab interest by using an exciting lead, and all other writing techniques previously learned.
- Students begin to compose informational piece of writing to be included in class “Heritage Book” which will be presented and read aloud during the “Heritage Fair.”
- Teachers will conference during the writing process. Remind students of all stages in writing process, especially rereading and revising before editing and publishing.
- Considering this may be a lengthy process, part of the research may be completed at home or during writing or workshop time.
- Completed stories will be collected for “Heritage Fair” display.
- Exit ticket: Students reflect on challenges of process

Formative assessment: Two-column notes/ Informational piece

Preview outcomes for the next lesson: Students will prepare for the CEPA



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Curriculum Embedded Performance Assessment (CEPA)

Teacher Directions

Becoming an Immigrant – Students will research an immigrant of interest who came to Massachusetts. Students can decide if “their immigrant” will be based on their own family or an immigrant that they are interested in researching, i.e., “I think I would like to do research on Vietnam because “Johnny’s” interview/story was so interesting.” Students will research, using a variety of reliable sources, to write an informational piece.

Goal: Your goal is to explain and present your story at the “Heritage Fair.”

Role: You are a researcher and author of your family’s story.

Audience: Peers, classmates and invited guests.

Situation: You have been asked to tell the story of your family in order to teach others about your heritage

Product, Performance, and Purpose: You will write an informational piece (letter, essay, children’s book, etc.) which includes facts and evidence from your research.

Standards and Criteria for success: Your informational piece must include enough information to complete your piece—tell your story.

Questions below may be used at the teachers’ discretion to guide students.

- Who are you? What is your name, age, and country of origin?
- What was life like in your home country?
- What traditions and customs did you practice in your country of origin?
- Where did you settle in the United States? Why did you decide to live there?
- What contributions have you (people from your country) made/added to American culture?
- What is your family like?
- Who came with you and who was left behind? Why?
- What were your reasons for leaving?
- What do you like to do for fun?
- Did you attend school? What did you study?
- Did you work what kind of work did you do? What kind of work did your parents do?

You will use your two-column notes to create an expository piece (letter, essay, children’s book entry.).

Your account must include factual information accurately cited from a variety of sources that are both reliable and valid. Your work will be scored using a rubric.

You will use your two-column notes to help you write a rough draft before your final informational piece.

Your final piece will be presented at the “Heritage Fair” and included in class book.



Curriculum Embedded Performance Assessment (CEPA)

CEPA Student Instructions:

You will research an immigrant of interest who came to Massachusetts. You can decide if “your immigrant” will be based on your own family or an immigrant you are interested in researching. For instance, “I think I would like to do research on _____ because _____ interview/story was so interesting.”

You will conduct your research using a variety of reliable resources to write an informational piece. You will present your pieces at our “Heritage Fair.” At the “Heritage Fair” we will invite special guests to hear your story. All the stories will be bound together to create a class book titled “Our Heritage: Stories From Room _____.” This book will be circulated among your families.

Goal: Your goal is to explain and present your story at the “Heritage Fair.”

Role: You are a researcher and author of your family’s story.

Audience: Peers, classmates and invited guests.

Situation: You have been asked to tell the story of your family in order to teach others about your heritage

Product, Performance, and Purpose: You will write an informational piece (letter, essay, children’s book, etc.) which includes facts and evidence from your research.



Note-taking & Keywords vocabulary	Exceeds Expectations	Meets Expectations	Developing	Emerging
	Located and recorded information which answered all of the research questions.	Located and recorded information which answered most of the research questions.	Located and recorded a lot of information that did not directly answer the research questions.	Located and recorded incomplete information which failed to answer any of the research questions.
	Organized neat, easy to read notes.	Organized notes and most were neat and easy to read.	Failed to organize notes effectively; many were messy and hard to read.	Did not organize notes; all notes were messy and hard to read.
	Wrote all notes using own words and key facts.	Wrote most notes using own words and key facts.	Wrote some notes that were copied word-for-word from the source.	Copied most or all of the notes word-for-word from the source.
	Selected effective keywords.	Selected mostly effective keywords.	Selected many keywords that were not effective.	Selected no effective keywords.
Synthesizing	Synthesize the information from a variety of sources in a logical progression focusing on one topic at a time.	Synthesize most of the information from a variety of sources in a logical progression focusing on one topic at a time.	Synthesize most of the information from a variety of sources in a disorganized progression that does not focus on one topic at a time.	Information is from one source and unable to answer the questions and is off-topic.
Distinguish reliable and valid sources	Used at least 3 reliable and valid sources.	Used 2 reliable and valid sources.	Used 1 reliable and valid source.	Did not use any reliable or valid sources.
Sharing and Presenting Information	Presented all information in a clear and organized way.	Presented most of the information in a clear and organized way.	Presented information which was poorly organized or was difficult to understand some of the time.	Presented information which was poorly organized, hard to understand.



List of Unit Resources and Handouts



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What is Immigration? Where and why did people settle in the United States?

1. Where do immigrants come from?
2. Why did people move to America?
3. Do immigrants settle in certain regions? Why or why not?
4. How do you think immigrants contribute to the existing cultures?

We predict the _____ immigrants will most likely settle in _____, USA because:

-
-
-

We predict the _____ immigrants will most likely settle in _____, USA because:

-
-
-

We predict the _____ immigrants will most likely settle in _____, USA because:

-
-
-

What did you discover about historical immigration trends?



Two Column Notes Lesson 2

What is your name? Age? Job? Country of origin?	
What was your life like in your home country?	
What traditions/ customs did you practice in your country of origin?	
Where did you settle in the United States?	
Why did you decide to settle there?	



Super Source Checklist

_____ I can find the date of publication

_____ I can find the author or organization

_____ I can explain why the author is an expert in this subject

Example:

- Website ends in .gov, .org
- Author studied this subject
- Author works in this field

_____ Most of the information is factual, **not opinion-based**



Lesson 6

Informational Piece Checklist

Introduction Did you introduce the topic? Did you introduce your topic with supporting details? Do your supporting details completely relate to the topic? Is your topic stated clearly? Is your introductory paragraph catchy and does it engage the reader?	Body Do you have a paragraph for each of your 3-5 details? Is each detail clearly stated at the beginning of each paragraph? Did you back up each detail with facts? Is it effectively organized? Did you include closing remarks at the end of each paragraph and lead into the next paragraph?
Conclusion Did you re-state your topic idea? Did you finish with an ending that leaves the reader satisfied? Did you summarize the previous paragraphs?	Overall: Is your piece interesting and well focused? Did you use strong, supporting and relevant details? Do all your paragraphs relate well to your topic? Have you really captured your reader's interest? Have you left your readers satisfied?



Teacher's Guide Analyzing Primary Sources – Library of Congress

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf

Two Column Notes Sample Guide

http://www.asdk12.org/middlelink/HighFive/TwoColumn/TwoColumn_examples.pdf



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Web Links:

http://www.friendsforthe library.org/trunks/rb_immigration-1890-1920.pdf
http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf
http://library.thinkquest.org/CR0212700/final_website/index.html

Grandfather's Journey by Allen Say
Watch the Stars Come Out by Riki Levinson
Molly's Pilgrim by Jeffrey D. Brown and Barbara Cohen
Mary McLean and the St. Patrick's Day Parade by Stephen Kroll
All The Way To America, by Dan Yaccarino
Kids Discover: Immigrant magazine
Videotapes, DVDs or Films: "The American Tale" Amblin Entertainment

Immigration Information

<http://www.athm.org/pdfs/athm-Stitch-In-Time-Web-Guide.pdf>
Pages 23-50
<http://www.lorenzoculturalcenter.com/PDFs/TRG-Michigans-Immigrant-Experience.pdf>
United States Immigration Timeline Pages 4-7
Michigan Immigration Past - Italians, Irish, English pages 8-10
Lesson Plan – *A Walk through Ellis Island* pg. 18
Unit Lesson – *The Italian Immigrant Experience in America (1870-1920)* pg. 27
Immigration Terms – Pg.36
<http://pattyinglishms.hubpages.com/hub/Italian-Immigration-to-America-1850s>
Italian Immigration to America – 1850's
http://www.personal.psu.edu/jag63/blogs/family_e-album/c-immigration-and-migration/
Immigration documents
<http://www.musicunitesus.info/docs/lesson-immigration.pdf>
Lesson Plan: Immigration in America
<http://www.north-end-boston.com/History>
English, Irish and Italian immigrants all lived in this area of Boston.
http://schools.nycenet.edu/offices/teachlearn/Immigration_4_final.pdf
Immigration Lesson Plan

Primary Sources

<http://www.athm.org/pdfs/athm-Stitch-In-Time-Web-Guide.pdf>
Immigrant Guides pg. 8-11
<http://www.jackdaw.com/c-57-immigration.aspx>
Primary Source Documents
<http://books.google.com/books/about/Immigration.html?id=DkDDNF-wz70C>
Reproducible Primary Sources
http://www.tenement.org/files/primary_source/Primary%20Sources%20Lesson%20Plan%20-%20Upper%20Elementary.pdf
Tenement Museum Primary Sources Lesson Plan
<http://www.clrn.org/weblinks/details.cfm?id=5165>
Irish Immigration primary Sources
<http://173.203.96.155/node/2413>
Italian Immigration Primary Sources
<http://cct2.edc.org/PMA/>
Picturing Modern America 1880-1920 Image Detective Immigration
<http://blogs.loc.gov/teachers/2012/12/common-core-state-standards-and-library-of-congress-primary-sources/>
Common Core State Standards and Library of Congress Primary Sources
<http://www.uiweb.uidaho.edu/special-collections/east1.html>
Repositories of Primary Sources
http://www.loc.gov/rr/print/list/070_immi.html



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Draft 8/ 2013

Selected Images of Ellis Island and Immigration

<http://www.loc.gov/rr/print/list/picamer/palmmig.html>

Pictorial Americana: Immigration

Digital Sources

DATABASES: Be sure to check the databases that are subscribed to by your school and local library. Many include topics at various reading levels and with many useful text features (audio, glossary, maps, etc). The following link brings you to databases available to all Massachusetts libraries:

<http://libraries.state.ma.us/pages/teachers-students/>

<http://teacher.scholastic.com/activities/immigration/tour/>

Ellis Island Interactive tour with facts, pictures and videos

Immigration Historical Timeline

Immigration Data

Virtual Field Trip to Ellis Island

<http://www.pbs.org/teachers/connect/resources/7603/preview/>

Clip 2 and 3 Irish Immigrants Clip 4 Italian Immigrants

Immigration Explorer

National Geographic Map machine

<http://www.watchknowlearn.org/Category.aspx?CategoryID=3771>

Ellis Island videos

<http://www.watchknowlearn.org/Category.aspx?CategoryID=2100>

Irish Immigration videos

<http://www.watchknowlearn.org/Video.aspx?VideoID=11803&CategoryID=2103>

Italian Immigration video

Teaching Resources

http://printables.scholastic.com/content/collateral_resources/pdf/76/0439156076_e010.pdf

Play about Ellis Island and Angel Island

<http://www.scholastic.com/ups/booklists/51141763e4b09a5523346bb9?page=1>

Books about Immigration, Grades 3-5

http://www.iehs.org/educators/archive/Fiction_for_Elementary_and_Junior_HS_Teachers.pdf

Immigration Fiction



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