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Immigration Unit
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Second Grade Immigration Unit Overview

This unit has been prepared with the intention that children will come away with a better understanding of the make-up and diversity of the United States of America. Studying immigration also bring the opportunity to teach students about countries and continents, and for them to learn about different cultures and cultural traditions. These students will learn not only about the history of the people of the United States, but, of the history of their own families as well. Throughout the unit students will be exposed to new vocabulary, topics of discussion, and activities. They will be required to read, write and complete projects throughout the lesson.

Summary of Research

In schools throughout the country students are learning about the history of our nation and how it came to be. There are a variety different pieces that make up the history of the United States, a relatively young nation. There are so many important milestones to teach, so what is so important about immigration and why should we begin teaching about immigration at the elementary level?

“We are a nation of nations, a collection of people from many lands who, from pre-colonial times to the present have settled in the portion of the Americas we call the United States. For young children to begin to grasp this concept, they need to explore the story of immigration to this country.” (Bone, K. McBee, R. H., Mossop, G. Owens, C. 1998, p. 417)

Immigration is vital piece of the United States culture, historically and presently. By studying immigration, children will begin to learn about the incredible diversity and many cultures of the United States. Also, in teaching about immigration educators are encouraging children to take pride in the great diversity and many backgrounds of our nation.

Just as it is important to learn about the history of immigration, it is important to learn about immigration as it exists today. The number of immigrants recently flocking to New York City between 1980 and 1990 was massive. About one million people from over 160 countries

moved to the city. Then, over one-third of the city's population was comprised of immigrants (New York City Department of Planning, 1992). In the 1995-96 school year, the Census identified nearly 135,000 students-almost four times the number counted only five years before (Board of Education of the City of New York, 1996). Introducing immigration into the classroom allows your students to explore their heritage and their families country of origin. It gives them a chance to learn about the culture and traditions that their family's once celebrated. They also have the opportunity to learn more about their fellow students and to see how diverse their community really is. For some students the history of their family's journey to the U.S. may be ancient while other students may have just arrived. There is no question that across the U.S. the diversity of classrooms will differ. Some classrooms will have a high number of immigrant families while others have few. There are variations in lessons for all types of classrooms that promote the same idea, to take pride in our multicultural nation.

The Morris L. Eisenstein Learning Center in Brooklyn, New York has developed a program theme called: "Together we are America." It was designed to help children express, share and take pride in their family cultures, and to teach about the contributions of all people who have helped build the United States. Parents became involved in the program through workshops with teachers. They talked about their own ethnic backgrounds, their experiences coming to the United States, and aspects of their cultures that still remain in their everyday lives. They then gather together celebrate, eat, and learn about each other. (Harbour - Ridley, T., Singer, J.Y. 1998, p 415)

Teaching children about immigration at such a young age may also help change the growing hostility in the U.S. toward new immigrant groups. If they learn through our teachings about our country and how it was created; by people who immigrated to the United States from all over the world they will, "develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an independent world. (National Council for Social Studies. 2007)

By incorporating more social studies lessons and activities in the classroom students will begin to understand and appreciate the United States of America as it was, and as it is today.

Initiating Lesson - An American Tail

Brief Description of Group to be taught: Grade 2

Overall Purpose of this lesson:

Students will be introduced to the term immigrate, they will learn what it means to be an immigrant. During this lesson students will learn about continents and countries.

Lesson

Curriculum Frameworks Strand and Learning Standards: (MA)

2.1 On a map of the world, locate all of the continents: North America, South America, Asia, Antarctica, Australia, Africa and Europe.

2.6 Explain the difference between a continent and a country and give examples of each.

Behavioral Objectives/Learning Outcomes

Students will be able to:

1. Understand what immigration is.
1. Locate and identify all continents on the world map.
2. Explain the difference between a continent and a country.

Materials:

Fievel, An American Tail.

World Map

Song Board (chart paper)

Pointer

Instructional Practice:

Time Required: Will vary. It may be a good idea to begin this movie on the Friday before you start this unit.

1. Ask your students to gather in the meeting area. Begin (before the movie screening) by explaining to your students a little about the unit that is set to begin the following Monday.
2. Explain the concept of a U.S. Immigrant - a person who travels from another country to live in the United States.
3. Begin playing the movie **Feival, An American Tale**. Most likely, you are not going to be able to show the entire movie at one time. It would be wise to begin on a Friday afternoon and to continue the following Monday.
4. Once the film has ended gather your students around the meeting area and pull out the world map. Discuss with the students a little about the movie.

What did you think of the film?

How did the film make you feel?

Can anyone tell me what Feival and his family were trying to do?

5. Tell the students that they are going to follow Feival's travel from Russia to New York on the world map.
6. Explain to the students that Feival is traveled from a country that exists on a continent - explain the difference between a country and a continent. Ask them is anyone can tell you which country and continent he travels from - and were he goes.
7. After the above discussion is complete begin explaining the different continents to the children.

Motivational Techniques:

Incorporating music into the introductory lesson will help the students be actively involved in the lesson. Not only does signing excite the students it helps them retain the information that they are trying to learn.

Wrap Up:

It is now time to introduce the students to *The Continent Song*. This song follows the tune of *Take Me Out to the Ball Game*. During the first few rounds of the song point to the words on the chart paper so the students can easily follow along. Once they get the hang of it point to the different continents on the map as you sing.

THE CONTINENT SONG

(Take Me Out to the Ball Game)

Let's name all of the continents.

There are 7 on earth.

There's Europe and

Asia and Australia,

North and South America.

Now don't forget about Africa
And Antarctica, too.
For there's 1...2...3,4,5,6,7 continents!

Assessment:

While you and your students are gathered around the meeting area ask the students if there is anyone that would like to volunteer to point to each continent as the class sings the continent song.

Primary Source Lesson Plan

Activity: Who and Where?

Brief Description of Group to be taught: Grade 2

Overall Purpose of this lesson:

Students will begin to learn about the many walks of life immigrants came from. They will be introduced to a ship's manifest and learn how to track the path of immigration for many individuals. Students will be learning about the history, geography and purpose of immigration.

Lesson

Curriculum Frameworks Strand and Learning Standards: (MA)

- 2.1 On a map of the world, locate all of the continents: North America, South America, Asia, Antarctica, Australia, Africa and Europe.
- 2.2 Locate the current boundaries of the United States, Canada and Mexico.
- 2.6 Explain the difference between a continent and a country and give examples of each.
- 2.7 On a map of the world, locate the continent, regions, or and then the countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from.

Behavioral Objectives/Learning Outcomes

Students will be able to:

1. Locate and identify all continents on the world map.
2. Explain the difference between a continent and a country.
3. On a map of the world students will be able to locate the continent and countries that various immigrants came from.

4. Students will learn the concept of mapping and be able to map the track of their families travels.

Materials:

Photos and artifacts brought in by students/parents

Students Family Immigration History worksheets

Watch the Stars Come Out by Riki Levinson

World Map

Yarn

Tape

Chart Paper

Instructional Practice:

Time Required: 1 Hour

1. Begin the lesson by reading out aloud *Watch the Stars Come Out*, this provides an introduction to this lesson's theme - who are/were immigrants and from where do/did they come from. (This book can be read prior to the lesson.)
2. Prior to this students were given a Family Immigration History worksheet to bring home. Parents were asked to assist the students in filling the sheet out. This lesson will utilize the information from those worksheets. Students were also asked to bring any photographs or artifacts of their ancestors. (It may be wise to make copies of the photos and artifacts so they may be used during this lesson.) In the class meeting area allow students time to share their photos etc. with the rest of the class.
3. Begin with the students ancestors' countries of origin as provided on the take-home sheet. Make a list on the board or chart paper of the countries represented on the students sheets.
4. While creating the list on the board have the students identify what continent each country occupies. On the word map, ask the students to identify and mark each country.
5. Once each country has been marked give the students lengths of yarn. Students will place one end at the country of origin, and the other to the United States.
6. Once all of the immigration trails have been mapped, ask the student to place their photos etc. near their country of origin on the map.

Wrap Up and Assessment:

Concluding the activity you may wish to place your class photo in the center of the United States of America signifying "Out of One, Many"

Gather all of the students around the world map. Begin a discussion with the students about their families country of origin. The following are examples of questions that could be asked:

How many different countries are represented on this map?

How many different continents are represented on this map?

How many people immigrated from New York?

Record each answer given by the students on a large piece of chart paper and display next to the world map.

Differentiation/Adaptation/Modifications:

If there are students in your class who were not able to complete the Family History worksheet you may allow them to choose another family/person to research. This could be baseball player, favorite musical artist, idol, etc.

Pitfalls and Solutions:

If it turns out most of your students families have traveled from the same area and there are few countries represented you may want to explore the origin of people well known to your students. For example: Daisuke Matsuzaka of the Boston Red Sox.

My Cultural Background Mind Map - Kidspiration

Brief Description of Group to be taught: Grade 2

Technology Objective:

Using the software program Kidspiration, students will create Mind Maps about their cultural backgrounds.

Background:

The students are familiar with the program and have created mind maps using kidspiration during other lessons. The students have also completed research about the different cultures they are learning about. They will use this information while creating their mind maps.

Lesson

Curriculum Frameworks Strand and Learning Standards: (MA)

2.8 With the help of a librarian give examples of traditions or customs from other countries that can be found in the United States today.

2.7 On a map of the world, locate the continent, regions, or and then the countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With help of family members and the school librarian, describe traditional food, customs, sports and games,

and music of the place they came from.

Behavioral Objectives/Learning Outcomes

Students will be able to:

1. Create mind maps using Kidspiration
2. Identify the countries and cultures of their family decent.
3. Students will be able to identify the different flags of their particular countries.
4. Students will be able to identify different aspects of a country's culture.

Materials:

Individual Computers

Kidspiration Software

Librarian, parents, volunteers

Photographs of flags (electronic files that students have access to)

Photographs of countries (electronic files that students have access to)

Instructional Practice:

Time Required: 1 Hour

1. Before the lesson begins explain to the students what you expect of them during this activity. Show them an example of a completed mind map. Explain to them that they will be creating a Cultural Mind Map using the information they have learned about their family background.
2. Before allowing the students to begin their mind maps, review the software with them for a short period of time. It would be helpful to show them the different menu options etc. Explain to the students how to access and insert photos of the different countries and flags. (This is also helpful for the volunteers)
3. Once you have completed the review allow the children to begin their mind maps.

*The students are going to need assistance during this time. The more volunteers the better!

4. As each student finishes their map make sure they have successfully saved their work. Once their work is saved you can help them print their mind map. This is where volunteers really come in handy! If you are traveling outside of the classroom for this activity ask each student to bring along a book. Once they have finished their mind map ask them to sit quietly and read.

5. Once the mind maps have been printed you can display them around the classroom. This gives students the opportunity to learn more about different cultures.

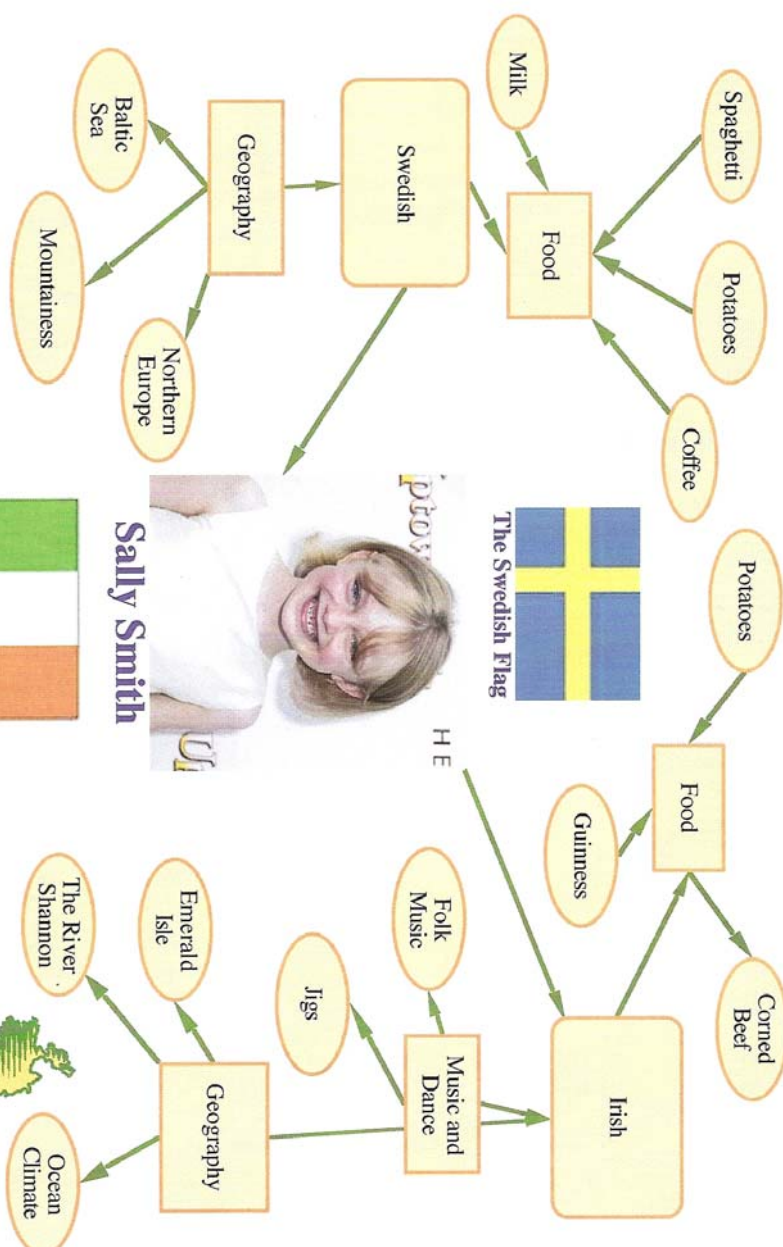
Assessment:

By reviewing each students mind map you will be able to recognize their level of understanding. Does the student have sufficient and accurate information about their cultural background? Does the students completed work showcase their ability to use the software program?

Differentiation/Adaptation/Modifications:

If you class does not have access to individual computers you can create a Classroom Cultural Mind Map. With your class picture in the middle create a mind map using kidspiration or Inspiration. Around the picture you can display information about all of the different cultures in your classroom.

If there is a student who is unfamiliar with his cultural background, allow he or she to chose a person/icon and have them create a cultural mind map about their heritage.



The Swedish Flag



Sally Smith



The Irish Flag



Ireland

Cross Curricular Lesson Plan

Activity: When and Where?

Group to be taught: Grade 2

Overall purpose of this lesson

Children are introduced to the concept of immigrant waves, reasons for immigrating, the immigration process and what immigrants encountered upon arrival to America. The students will be placed in groups in which they will conduct research using given materials. Each group will be given specific guideline to follow. They will learn how to identify important facts and report them. All student work will be displayed on timeline.

Curriculum Frameworks Strand and Learning Standards

History and Social Science

2.7 On a map of the world, locate the continent, regions, and countries.

2.10 After reading and or listening to a variety of stories about individuals recognized for their achievements , describe and compare.

English Language Arts

22.2 Use correct standard English mechanics such as:

Printing upper- and lower-case letters legibly and using them to make words; separating words with spaces; understanding and applying rules for capitalization at the beginning of a sentence, for names and places (“Janet,” “I,” “George Washington,” “Springfield”), and capitalization and commas in dates (“February 24, 2001”); using correct spelling of sight and/or spelling words; and using appropriate end marks such as periods and question marks.

23.1 Arrange events in order when writing or dictating.

For example, Kindergarten students organize captioned illustrations in

their class report on how seeds grow.

23.2 Arrange ideas in a way that makes sense. Generate questions and gather information from several sources in a classroom, school, or public library.

Behavioral Objectives/Learning Outcomes

1. Students will understand the concept of immigrant waves.
2. Students will be able to give reasons for immigration.
3. They will have knowledge of what immigrants encountered upon arrival to the U.S.
4. Students will have a better understanding of what it means to identify important factual information.
5. Students will be able to arrange events in order on a timeline.
6. They will learn to teach their classmates by sharing the information that they have collected during this activity.

Materials

Books that detail the above topics. (Any books that are age appropriate and contain the necessary information can be used)

Examples:

My Life at Ellis Island

If Your Name was Changed at Ellis Island

The Statue of Liberty Comes to America

Watch the Stars Come out

Photographs and captions of immigrants

Small sheets of lined paper/fact sheets

Butcher Paper

Construction Paper

Pencils

Glue sticks

Instructional Practice:

***Before this lesson begins the teacher is responsible for organizing the reading materials and pictures according to the research topics to be answered. Each group of students will be assigned a research topic and given materials that correspond and have all the needed information.**

1. Ask your students to gather around the meeting area. Explain to the students that they are going to be working as investigators to find out as much information about immigration as possible. Explain the difference between an important fact and a non-important fact.
2. Tell them they are going to be placed in groups and given a particular question/guideline to follow while investigating. Explain each question to the students. Give the students an example – a particular fact that answers one of the questions and show them how to record it.
3. Next, show the students a completed timeline (does not have to be as large as the one to be created in class) and let them know that they will display their findings on a chart like this.
4. Because the butcher paper will be on display ask the students to be creative and spruce up their fact sheets. They can use markers, crayons or even mount the paper on construction paper.
5. Begin the lesson by breaking the students into groups of two. Assign each group one of the following topics:

Why immigrants left their country of origin

Dates of major immigration milestones

Facts about the actual immigration process

What immigrants encountered upon arrival to the U.S.

6. Each group of student should find at least four important facts about their topic.
7. More than one group of students will have a particular topic.
8. While the students conduct and record their research begin hanging the butcher paper in the meeting area.
9. Once the students have completed their research ask them to bring their written facts to the meeting area.

Wrap Up & Assessment

Allow each group to stand in front of the class and report their findings. Tell the students that they are going to teach their fellow students about their findings. If the students have found important dates, ask them to place their facts in the appropriate place on the timeline (some

students will need assistance) If the students are reporting factual information that does not include a date ask them to place their facts on the edge of the butcher paper. Once all of the students have placed their info on the paper – you’ll notice you will have created a beautiful collage!

Differentiation/Adaptation/Modifications:

If you have students in your class that are struggling with reading or writing pair them up with a student who shows strengths in both of these subjects.

Culminating Lesson Plan

Activity: Imagine If

Brief Description of Group to be taught: Grade 2

Lesson

Curriculum Frameworks Strand and Learning Standards: (MA)

2.8 With the help of a librarian give examples of traditions or customs from other countries that can be found in the United States today.

2.7 On a map of the world, locate the continent, regions, or and then the countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from.

Behavioral Objectives/Learning Outcomes

Students will be able to:

1. Create illustrations of what they think their family’s would have looked like immigrating to the United States.
2. Be able to identify traditions and cultural icons through the use of art.

Materials:

Drawing paper

Card Stock

Glue Sticks

Markers

Crayons

Non-fiction books available as resources

Instructional Practice:

Time Required: 1 Hour

1. Explain to the students that during this activity they will be creating portraits of their family. They must however, draw what they believe their families would look like if they immigrated to the United States many years ago. They must represent their families country of origin by including traditions or cultural icons in the illustration.
2. These illustrations will be mounted on card stock and used as the front cover for the final assessment.

Differentiation/Adaptation/Modifications:

If there is a student who is unfamiliar with his cultural background, allow he or she to choose a person/icon and have them create a cultural mind map about their heritage.

Essential Learning Assessment - Fictional Short Story

At the end of this unit students will be asked to draft a simple story, including illustrations, based on information taught throughout the unit. A list of vocabulary terms will be placed on the board to help students. This will be a fictional story about immigrating to the United States of America. Students must do the following: list the country and continent that they have traveled from; give three reasons for leaving the country; what cultural traditions will they bring with them to the United States; and what hardships will they face upon arrival. Students may use all projects they have completed throughout the unit to assist them in anyway. Once the students have completed their story and illustrations use the attached rubric to evaluate.

Materials:

Pencil

Story paper

Vocabulary List

Markers/Crayons

Completed projects

Rubric - Fictional Short Story

Content Goals	Thorough Understanding (4-5 points)	Accurate Understanding (2-3 points)	Limited Understanding (0-1 points)
Country and continent of origin.			
Three reasons for leaving.			
Cultural Traditions			
Hardships upon arrival			
Vocabulary			

My Immigration Story

During this activity you are going to write a fictional story about your travels to the United States as an immigrant. Each story needs to have the following information included:

What continent did you travel from?

What country did you travel from?

Give three reasons for leaving the country.

What cultural traditions will you bring with you to the United States?

What hardships did you face upon arrival to the United States?

Each story should be completed on story paper with colored illustrations.

You may use all immigration projects you have finished to help you write your story.

Vocabulary

Immigrant

Continent

Country

Ellis Island

Culture

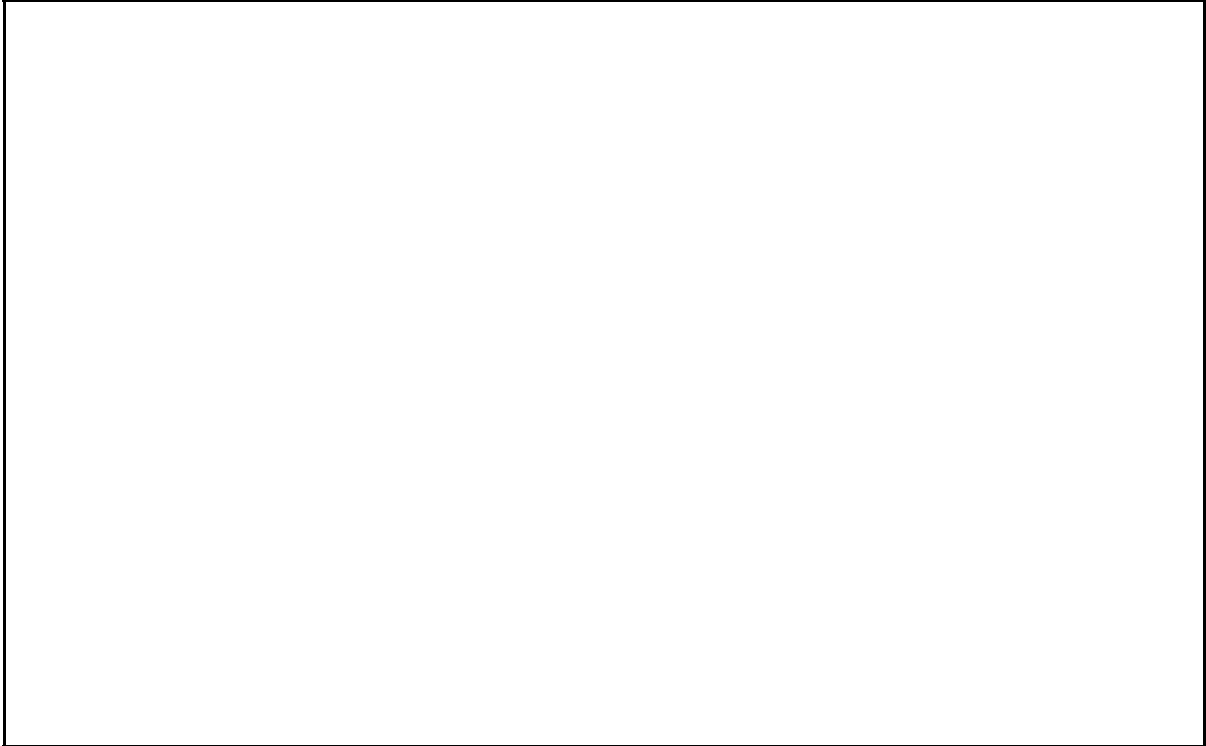
Discrimination

Foreigner

Native

Origin

Story Paper



Bibliography

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Bringing History Home. <http://www.bringinghistoryhome.org>
This website was a great resource for social studies lesson plans.

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