You have found an exemplar unit plan. Before viewing the plan, there are a couple clarifications to note. First, all unit plans are different. There was not a consistent template used across all plans in the bank. Second, all of the unit plans in the Exemplar Unit Plan Bank are of high quality. While they are different, they each accomplish the goal of planning a unit which weaves together many standards and objectives in a coherent way. The Sanford Inspire Program has collected several different unit plans to demonstrate the variety possible within effective unit planning.

### Exemplar Unit Plan Uses

<table>
<thead>
<tr>
<th>Idea Generation</th>
<th>Brief Description</th>
<th>Uses</th>
</tr>
</thead>
</table>
|                 | Allow this unit plan and others in the bank to serve as idea generators for yourself and your unique setting. | • Pick and choose components of the unit plan which serve you well and use them as you see fit.  
• Adopt the format of the plan while replacing all of the components with more appropriate material for your specific setting. |

| Implementation   | Take and use the unit plan in your specific setting. Confirm with administrators and instructional support staff that the plan fulfills the needs your classroom has. | • Implement unit plan in your classroom as it is planned in the document. Use accompanying materials prescribed and objectives listed. |
## Unit 4: The Face of America

Name: Mr. Smith  Date:  

### GENERAL UNIT INFORMATION

<table>
<thead>
<tr>
<th>Grade/Subject:</th>
<th>3rd grade, Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Name:</td>
<td>The Face of America</td>
</tr>
<tr>
<td>Dates of Unit Implementation:</td>
<td>January_____ (12 days of instruction and 1 extra day of voting/presenting)</td>
</tr>
</tbody>
</table>

### National Curriculum Standards for Social Studies (NCSS) Thematic Strands

- Strand 2- Time, continuity, and change
- Strand 3- Individual development and Identity
- Strand 6- Power, authority, and governance
- Strand 9- Global connections
- Strand 10- Civic ideals and practices
<table>
<thead>
<tr>
<th>Arizona Social Studies Standards</th>
<th>UNIT STANDARD(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S1C7 PO 1.</strong> Discuss reasons (e.g., famine, political discord, religious persecution, and economic opportunity) why people left their home country to start a new life in the United States.</td>
<td></td>
</tr>
<tr>
<td><strong>S1C7PO 2.</strong> Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants' lives after settling in the United States during the late 19th and early 20th centuries.</td>
<td></td>
</tr>
<tr>
<td><strong>S1C1PO 3.</strong> Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.</td>
<td></td>
</tr>
</tbody>
</table>
| **S3C1PO 1.** Describe national symbols and monuments that represent American democracy and values:  
a. Statue of Liberty  
b. Ellis Island |
| **S1C10PO 2.** Discuss the connections between current events and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). |
| **S3C1PO 2.** Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions. |
| **S1C9PO 1.** Recognize that individuals (e.g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez) worked for and supported the rights and freedoms of others. |
| **S3C1PO 4.** Describe the significance of national holidays:  
b. Martin Luther King, Jr. |
| **S3C4PO 3.** Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy. |

<table>
<thead>
<tr>
<th>Arizona Educational Technology Standards</th>
<th>EDT-03-S1C4 PO2. Use digital collaborative tools to analyze information to produce original works.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDT-03-S1C4 PO1. Use digital creativity tools to create original works</td>
</tr>
<tr>
<td></td>
<td>EDT-03-S2C2PO 1. Contribute to a cooperative learning project and demonstrate effective group behaviors while using digital collaborative resources.</td>
</tr>
<tr>
<td>Reading Common Core Standards</td>
<td>CCSS.ELA-3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
</tr>
</tbody>
</table>
| Writing Common Core Standards | CCSS.ELA-Literacy.3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.  
 a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  
 b. Provide reasons that support the opinion.  
 c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  
 d. Provide a concluding statement or section. |
| ➢ Remedial Standards | • Providing textual support for a claim  
 • Writing a Persuasive text (stating an opinion, providing aligned reasons, using linking words accurately, and writing concluding statement).  
 • Utilizing a graphic organizer to prewrite a persuasive piece.  
 • Pulling accurate details out from an informational text  
 • Making predictions about a literary text  
 • Making text connections (self, text, and world) |
| ➢ Enrichment Standards | • Cite textual support within a text  
 • Elaborating on reasons and facts that support a statement  
 • Elaborate on more reasons for immigration  
 • Elaborate on the immigrant experience |
<table>
<thead>
<tr>
<th><strong>Annotated</strong> Curricular Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literary Text</strong></td>
</tr>
<tr>
<td>This story follows a young girl, Chanah, and her poor family as they leave their home country to live in America in 1910. Chanah experiences the many different parts of the ship in search of her cat after he escapes from steerage where she and her family are staying. This story encapsulates what travel was like for many immigrants physically and emotionally as Chanah worries about whether or not all of her family will be accepted into America.</td>
</tr>
<tr>
<td>This poem was written by an American woman that describes the Statue of Liberty as a symbol of welcoming and hope for downtrodden immigrants. The poem was famously mounted inside the pedestal of the Statue of Liberty in 1903.</td>
</tr>
<tr>
<td><strong>Deciphered The New Colossus</strong>: <a href="http://www.slideshare.net/ProfJCPB/the-new-colossus">http://www.slideshare.net/ProfJCPB/the-new-colossus</a></td>
</tr>
<tr>
<td>This text covers the long ranging history of Ellis Island and immigration to America in the early 20th century. Specifically it talks about reasons why people immigrated to the US, the conditions they faced during travel, and the residency exams they had to pass in order to be accepted.</td>
</tr>
<tr>
<td>This book is a gathering of primary sources and first-hand accounts of immigrants as they describe their worries, hopes, and trials as they immigrant to the new land of America. Also integrated into the text is the testimonial of a present-day young girl as she goes walks in the footsteps of her great-great-grandmother through the hallways of Ellis Island.</td>
</tr>
<tr>
<td><strong>Biography Excerpts will come from:</strong></td>
</tr>
<tr>
<td>This biography covers the span of Susan B. Anthony’s life and chronicles her life-long vision of women’s equal rights. It describes her Quaker family, education, work as an abolitionist and participation in the Underground Railroad.</td>
</tr>
<tr>
<td>This biography describes the life and work of teacher and activist Dolores Huerta. Realizing that her students were coming to school hungry and not clothed because their parents were being paid and treated unfairly, Dolores begins the long and difficult journey of helping her students.</td>
</tr>
<tr>
<td>Zach Bonner video: <a href="http://www.youtube.com/watch?v=tzeRHHOIdl0">http://www.youtube.com/watch?v=tzeRHHOIdl0</a></td>
</tr>
<tr>
<td>This video chronicles some of Zach Bonner’s journey and his effort to raise awareness and help for homeless children across America.</td>
</tr>
<tr>
<td>This website comes from the National Park Service and contains the recorded oral histories of a variety of immigrants who walked through the gates of Ellis Island. They cover the reason for their journey, the details of the journey, their experience at Ellis Island, and what life was like after they entered America.</td>
</tr>
<tr>
<td><strong>Ellis Island Primary Sources</strong>: <a href="http://www.nps.gov/elis/forteachers/primary-sources-for-your-classroom.htm">http://www.nps.gov/elis/forteachers/primary-sources-for-your-classroom.htm</a></td>
</tr>
<tr>
<td>This website comes from the National Park Service and is a library of photos taken during the early 20th century. <a href="http://www.flickr.com/photos/ellisislandnps/collections/7215763032729860/">http://www.flickr.com/photos/ellisislandnps/collections/7215763032729860/</a></td>
</tr>
<tr>
<td>This website is a compilation of a variety of people reading Emma Lazarus’ poem, The New Colossus.</td>
</tr>
<tr>
<td>Voting video intro of civil</td>
</tr>
</tbody>
</table>
fight to improve the welfare of the families. This text follows the highs and lows of Dolores’ work from beginning to end.

Who Was Jackie Robinson? (Gail Herman, 670 L)
Who Was Rosa Parks? (Yona Zeldis McDonough, 700L)
Who Was Martin Luther King, Jr.? (Bonnie Bader, 750L)
Harvesting Hope: The Story of Cesar Chavez (Kathleen Krull, 800L)
Who Was Helen Keller? (Gare Thompson, 570 L)
Our Rights: How Kids are changing the world (Janet Wilson)
Who is Jane Goodall? ( Roberta Edwards, 700L)
Who was Eleanor Roosevelt? (Gare Thompson, 620 L)

“Refugees face homelessness all over again in U.S.”
 : [http://seattletimes.com/html/localnews/2012734072_homeles-srefugees30m.html](http://seattletimes.com/html/localnews/2012734072_homelessrefugees30m.html)

“Hope brought me to America’: A North Korean defector tells his inspiring story”
## BIG GOAL

By the end of the unit, 100% of the students will have demonstrated mastery of all of these standards by scoring 80% or higher as measured by the assessment rubrics.

## FORMATIVE & SUMMATIVE ASSESSMENTS

### How will I measure PROGRESS towards the Unit Goal?

Progress will be tracked through the unit tracker attached to this resource. Student scores will be tracked as each standard is assessed. It will be essential to track this information because, as stated in the goal, a student will only be considered as “mastering” a standard if they have scored 80% or higher on its measurement.

Along with the formal, quantitative measurement that will be tracked on the excel sheet, there will be a class-wide, visual tracker that once the class has mastered a standard, a new piece will go up on the puzzle called, “The Face of America”.

### How will I measure ACHIEVEMENT of the Unit Goal?

Measurement of the goal will be accomplished through the range of rubrics and checklists that have been placed within this unit. The goal will only be achieved if all of the students have “mastered” all of the standards or have “green” scores as they show on the excel sheet.

## INVESTMENT PLAN SUMMARY

Every unit that we have in class comes with a unit goal. These unit goals all feed into us reaching our BIG CLASS GOAL. Investment into the Big Class Goal and unit goals began at the very start of the year. We track our progress as class averages throughout every unit and towards our Big Class Goal. The other large investment piece, is at the end of the unit students get to display their visual, persuasive projects for a school/community-wide voting of what American Rights Leader should be honored with a national holiday. The person selected, will be honored on the day of choice by the 3rd grade. Students get very invested in the fact that they get to inform the community about these amazing leaders and have the opportunity to sway public opinion with their work.

## Unit Plan – Big Ideas

By the end of this unit, students should be able to describe why and how people immigrated to this country in the early 20th century. Students should also be able to make connections to current issues of immigration. They will also learn about various Americans who had a great impact on how we view what it means to be an American and what rights does that entail. Students will regularly reflect on what it means to be an American, what do Americans look like, how that has changed over time, and what could that name
mean in the future.

It is possible that at the start of the unit students may have some particular physical attributes that they think an American “looks” like but by the end of the unit they can describe Americans as physically very diverse but that many of them can be described by some central qualities:

- the belief that all people were created equal and free of oppression
- that diversity is a benefit not a detriment, that it should strengthen us and not divide
- the American Dream means that if you work hard enough, your future can be better
- there is always hope in being able to change as a nation for the better

<table>
<thead>
<tr>
<th>Standard #</th>
<th>Standard</th>
<th>Aligned to item #’s</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1 C7 PO 1</td>
<td>Discuss reasons (e.g., famine, political discord, religious persecution, economic opportunity) why people left their home country to start a new life in the United States.</td>
<td>Journal Entry for Reasons of Immigration Rubric</td>
<td>12 pts.</td>
</tr>
<tr>
<td>S3 C1 PO 1</td>
<td>Describe national symbols and monuments that represent American democracy and values: c. Statue of Liberty d. Ellis Island</td>
<td>Journal Entry for National Symbols Rubric</td>
<td>10 pts.</td>
</tr>
<tr>
<td>S1 C1 PO 3</td>
<td>Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.</td>
<td>Checklist for use of Primary and Secondary Sources</td>
<td>3 pts.</td>
</tr>
<tr>
<td>S1 C7 PO 2</td>
<td>Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants' lives after settling in the United States during the late 19th and early 20th centuries.</td>
<td>Journal Entry for Immigrant Experience Rubric</td>
<td>24 pts.</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
<td>Rubric</td>
<td>Points</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>S1 C10 PO 2.</td>
<td>Discuss the connections between current events and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</td>
<td>Journal Entry for Lessons Learned Rubric</td>
<td>21 pts.</td>
</tr>
<tr>
<td>S3 C1 PO 2.</td>
<td>Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.</td>
<td>Journal Entry for Similarities in Principles, ... Rubric</td>
<td>7 pts.</td>
</tr>
<tr>
<td>S1 C9 PO 1.</td>
<td>Recognize that individuals (e.g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez) worked for and supported the rights and freedoms of others.</td>
<td>Journal Entry for American Rights Leaders Rubric</td>
<td>27 pts.</td>
</tr>
<tr>
<td>S3 C1 PO 4.</td>
<td>Describe the significance of national holidays: b. Martin Luther King, Jr.</td>
<td>Journal Entry for Martin Luther King, Jr. Rubric</td>
<td>27 pts.</td>
</tr>
<tr>
<td>S3 C4 PO 3.</td>
<td>Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy</td>
<td>Journal Entry for American Rights Leaders Rubric</td>
<td>54 pts.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.3.W.1</td>
<td>Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.</td>
<td>Persuasive Text Rubric</td>
<td>20 pts.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.3.RI.1</td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>Persuasive Text Rubric, Journal Entry for American Rights Leaders Rubric, Journal Entry for Similarities in Principles, ... Rubric</td>
<td>39 pts.</td>
</tr>
</tbody>
</table>

**Total points poss.:** 249 pts.
### Journal Entry for Reasons of Immigration Rubric

| S1 C7 PO 1. Discuss reasons (e.g., famine, political discord, religious persecution, and economic opportunity) why people left their home country to start a new life in the United States. | What are four reasons that people left their home country? | 1 pt. Author has identified famine
1 pt. Author has identified political discord
1 pt. Author has identified religious persecution
1 pt. Author has identified economic opportunity |
| --- | --- | --- |
| What evidence and example can you provide to support those claims? | 2 pts. The author provided the text and an example for the reason of famine.
2 pts. The author provided the text and an example for the reason of political discord.
2 pts. The author provided the text and an example for the reason of religious persecution.
2 pts. The author provided the text and an example for the reason of economic opportunity. |
| Total pts. | /12 pts. |
### Journal Entry for Immigrant Experience Rubric

**S1 C7 PO 2. **Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants' lives after settling in the United States during the late 19th and early 20th centuries.

<table>
<thead>
<tr>
<th>Summarize the immigrant experience when it comes to a <strong>New Language</strong>. Make a Text to Self, World, or Text connection with the information you’ve gleaned.</th>
<th>_____3 pt. Author has accurately summarized the information from the New Language center</th>
<th>_____1 pt. Author has made a Text to Self, World, or Text Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize the immigrant experience when it comes to a <strong>Customs</strong>. Make a Text to Self, World, or Text connection with the information you’ve gleaned.</td>
<td>_____3 pt. Author has accurately summarized the information from the customs center</td>
<td>_____1 pt. Author has made a Text to Self, World, or Text Connection</td>
</tr>
</tbody>
</table>
Summarize the immigrant experience when it comes to a **Opportunities**. Make a Text to Self, World, or Text connection with the information you’ve gleaned.

_____3 pt. Author has accurately summarized the information from the Opportunities center

_____1 pt. Author has made a Text to Self, World, or Text Connection

Summarize the immigrant experience when it comes to a **Financial Hardships**. Make a Text to Self, World, or Text connection with the information you’ve gleaned.

_____3 pt. Author has accurately summarized the information from the Financial Hardships center

_____1 pt. Author has made a Text to Self, World, or Text Connection

Summarize the immigrant experience when it comes to a **Emotional Hardships**. Make a Text to Self, World, or Text connection with the information you’ve gleaned.

_____3 pt. Author has accurately summarized the information from the Emotional Hardships center

_____1 pt. Author has made a Text to Self, World, or Text Connection

Summarize the immigrant experience when it comes to a **Travel**. Make a Text to Self, World, or Text connection with the information you’ve gleaned.

_____3 pt. Author has accurately summarized the information from the Travel center

_____1 pt. Author has made a Text to Self, World, or Text Connection

Total pts. /24pts.

**Journal Entry for Lessons Learned Rubric**

S1 C10 PO 2. Discuss the connections between current events and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

What are two similarities that you’ve seen between recent and earlier immigrants? Share your specific evidence.

_____2 pts. Author has described two similarities between recent and earlier immigrants

_____2 pts. Author has provided textual evidence for their similarities

_____2 pts. The textual examples clearly support the author’s claims
<table>
<thead>
<tr>
<th>Question</th>
<th>Points</th>
</tr>
</thead>
</table>
| What are two differences that you’ve seen between current and earlier immigrants? Share your specific evidence. | _____2 pts. Author has described two differences between recent and earlier immigrants  
School provides evidence for their differences  
_____2 pts. The textual examples clearly support the author’s claims |
| Going back to George Santayana, what are at least 3 lessons you think “America” or you have learned from the wave of immigrants who came in the early 20th century? Briefly describe how you arrived at each “lesson”. | _____3 pts. Author has listed three different lessons that they or “America” have learned from the early 20th century wave of immigration  
_____6 pts. Author has provided a brief description of how they arrived at that lesson |

**Journal Entry for Similarities in Principles, ... Rubric**

<table>
<thead>
<tr>
<th>Question</th>
<th>Points</th>
</tr>
</thead>
</table>
| Why do you think many people, though different, can have the same principles? Goals? Customs? Traditions? | _____1pt. Author has answered the prompt clearly  
_____2 pts. Author has given a reason for the similarity |
| Provide two textual examples that support your claims.                  | _____2 pts. Author has provided two textual examples  
_____2 pts. The textual examples clearly support the author’s claims |

**Total pts.** /21 pts.
## Journal Entry for American Rights Leaders Rubric

<table>
<thead>
<tr>
<th>S1 C9 PO 1. Recognize that individuals (e.g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez) worked for and supported the rights and freedoms of others.</th>
<th>Describe the situation for _____ before ___ in America?</th>
<th>_____ 18 pts. Author has described the historical situation for each leader thoroughly.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Who helped gain more rights and freedoms for _____?</td>
<td>_____ 9 pts. Author has accurately identified the American Rights Leader.</td>
</tr>
<tr>
<td>S3 C4 PO 3. Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy.</td>
<td>Which of these words would describe that person: honest, courageous, cooperative, respectful, trustworthy, and responsible? Please choose at least 2.</td>
<td>_____ 18 pts. Author has chosen two words to describe the American Rights Leader.</td>
</tr>
<tr>
<td></td>
<td>What evidence do you have to support your claim?</td>
<td>_____ 18 pts. Author has provided a piece of textual evidence for each descriptive word. _____ 18 pts. Each piece of textual clearly supports the author’s claim.</td>
</tr>
<tr>
<td><strong>Total pts.</strong></td>
<td><strong>81pts.</strong></td>
<td><strong>81pts.</strong></td>
</tr>
</tbody>
</table>
### Checklist for use of Primary and Secondary Sources

S1 C1 PO 3. Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Used photographs, manifests, videos, and audio clips to summarize the immigrant experience of the early 20th century.</th>
<th>Used photographs, artifacts, videos, and audio clips to summarize the accomplishments of various civil rights leaders.</th>
<th>Read nine short biographies of civil rights leaders to gather specific details about their lives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>pt. 1</td>
<td>pt. 1</td>
<td>pt. 1</td>
</tr>
<tr>
<td>Student 2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Student 3</td>
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<td></td>
<td></td>
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<tr>
<td>Student 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Journal Entry for Martin Luther King, Jr. Rubric

S1 C9 PO 1. Recognize that individuals (e.g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez) worked for and supported the rights and freedoms of others.

<table>
<thead>
<tr>
<th>Describe the historical situation in which Martin Luther King, Jr. lived?</th>
<th>_____2 pts. Author has describes the historical situation of Martin Luther King, Jr. thoroughly</th>
</tr>
</thead>
</table>
Name 3 of his greatest accomplishments. _____3 pts. Author has accurately named three of his greatest accomplishments

S3 C1 PO 4. Describe the significance of national holidays: b. Martin Luther King, Jr. How has the USA decided to honor his life’s work? _____2 pts. Author identifies that he has been honored with a National Holiday. _____1 pts. Author has correctly identified what calendar day that is. Total pts. /8pts.

**Persuasive Text Rubric**

CCSS.ELA-Literacy.3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

Clearly states their opinion about the American Rights Leader: _____1 pts. Author has clearly stated their opinion about the American Rights Leader.

Provides a thorough description the historical situation for that American Leader: _____2 pts. Author has accurately described the historical situation for the leader. _____2 pts. Author has thoroughly described the historical situation.

CCSS.ELA-3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Provide four reasons of why Americans should honor them with national holiday:
- a. 2 of the reasons should be actions that the American leader took
- b. the other 2 should be what

Provide four reasons of why Americans should honor them with national holiday:
- a. 2 of the reasons should be actions that the American leader took
- b. the other 2 should be what

_____2 pts. Author has described two actions that the American Leader took and uses them as reasons. _____2 pts. Author has described two traits that the American Leader embodies and uses them as reasons.
<table>
<thead>
<tr>
<th><strong>traits that person embodies</strong></th>
<th><strong>c. textual evidence is needed for all four</strong></th>
<th><strong>_____4 pts. Author has provided accurate textual evidence for all four reasons</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses at least 2 linking words like: because, therefore, since, and for example</td>
<td></td>
<td><strong>_____2 pts. Author has used at least two of link words accurately</strong></td>
</tr>
<tr>
<td>And has a brief concluding statement</td>
<td></td>
<td><strong>_____2 pts. Author has concluded their piece with a brief statement</strong></td>
</tr>
</tbody>
</table>
| On what date they should be honored and why that date | | **_____1 pt. Author has identified a date that should be used for the national holiday**  
**_____2 pts. Author has provided a clear reason why that date is appropriate** |
| **Total pts.** | **/20pts.** | **Lesson Objectives** |

(*A.K.A.: ’Breaking it down, day-by-day’*)

<table>
<thead>
<tr>
<th>Standard</th>
<th><strong>List the main standards to be taught here.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Lesson Objective(s)</td>
<td><strong>Timing</strong></td>
</tr>
<tr>
<td>Each lesson will be taught for 60 min. /day</td>
<td><strong>Summarized (yet specific) Lesson Plan</strong></td>
</tr>
<tr>
<td>A total of 12 days will be used to teach the daily lesson objectives in order to meet the unit goal.</td>
<td><strong>Notes</strong></td>
</tr>
<tr>
<td>This area is to include ideas you have for teaching the lesson. Include strategies, materials and potentially, procedures.</td>
<td></td>
</tr>
</tbody>
</table>
| S1 C7 PO 1. Discuss reasons (e.g., famine, political discord, religious persecution, and economic opportunity) why people left their home country to start a new life in the United States. | SWBAT define immigration, immigrant, famine, political discord, religious persecution, and economic opportunity.  
SWBAT will describe an immigrant who left their home countries because of famine, political discord, religious persecution, and/or economic opportunity. | 120 minutes | See Day 2 and 3 on the Calendar of Daily objectives |
|---|---|---|---|
| S3 C1 PO 1. Describe national symbols and monuments that represent American democracy and values:  
C. Statue of Liberty  
D. Ellis Island | SWBAT locate Ellis Island and the Statue of Liberty.  
SWBAT describe the Statue of Liberty and Ellis Island.  
SWBAT explain what the Statue of Liberty and Ellis Island symbolize for Americans. | 60 minutes | See Day 5 on the Calendar of Daily objectives |
| S1 C PO 3. Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past. | SWBAT use photographs, manifests, videos, and audio clips to summarize the immigrant experience of the early 20th century.  
SWBAT use photographs, artifacts, videos, and audio clips to summarize the accomplishments of various civil rights leaders.  
SWBAT to read nine short biographies of civil rights leaders to gather specific details about their lives. | 240 minutes | See Day 2, 3, 8, 9 on the Calendar of Daily objectives. |
| S1 C7 PO 2. Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants’ lives after settling in the United States during the late 19th and early 20th centuries. | SWBAT define customs and hardships.  
SWBAT describe the experiences that new immigrants faced in America (new language, customs, opportunities, financial hardships, emotional hardships, and travel).  
SWBAT evaluate the costs and benefits of the immigration in the early 20th century. | 60 min | See Day 4 on the Calendar of Daily Objectives |
<table>
<thead>
<tr>
<th>Strand</th>
<th>C</th>
<th>PO</th>
<th>Objective</th>
<th>SWBAT</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
</table>
| S1 C10 | PO 2. | Discuss the connections between current events and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). | SWBAT define refugee.  
SWBAT compare and contrast the experience of recent immigrants and those from the early 20th century.  
SWBAT create a list of three lessons we should have learned from immigration in the early 20th century. | 60 minutes | See Day 6 on the Calendar of Daily Objectives |
| S3 C1 | PO 2. | Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions. | SWBAT define principle, and traditions.  
SWBAT explain why people in the US, though very different, can have the same principles, goals, customs and traditions. | 60 minutes | See Day 7 on the Calendar of Daily Objectives |
| S1 C9 | PO 1. | Recognize that individuals (e.g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez) worked for and supported the rights and freedoms of others. | SWBAT define suffrage, prejudice, honesty, courage, cooperation, respect, trustworthiness, and responsibility.  
SWBAT describe the major contributions of Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King, Jr. and Cesar Chavez.  
SWBAT summarize the historical situation surrounding nine Americans Rights Leaders who fought for the rights and freedoms of others. | 120 minutes | See Day 8 and 9 on the Calendar of Daily Objectives |
| S3 C1 | PO 4. | Describe the significance of national holidays: b. Martin Luther King, Jr. | SWBAT explain how the USA honors the work of Martin Luther King, Jr.  
SWBAT describe the accomplishments of Martin Luther King, Jr. | 60 minutes | See Day 10 on the Calendar of Daily Objectives |
<p>| S3 C4 | PO 3. | Identify traits of character (e.g., honesty, courage, cooperation, | SWBAT define citizenship, honesty, courage, cooperation, respect, trustworthiness, and | 180 minutes | See Day 8, 9, and 10 on the |</p>
<table>
<thead>
<tr>
<th>Standards</th>
<th>Task</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</td>
<td>SWBAT will identify which traits of citizenship a particular American activist has with supportive evidence.</td>
<td>120 minutes</td>
<td>See Day 10, 11, and 12 on the Calendar of Daily Objectives.</td>
</tr>
<tr>
<td><strong>Note that these skills have been previously covered in an earlier Persuasive mini unit.</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CCSS.ELA-Literacy.3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</td>
<td>SWBAT write an introductory sentence that states their opinion.</td>
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<tr>
<td></td>
<td>SWBAT provide three or more reasons that support their opinion.</td>
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<tr>
<td></td>
<td>SWBAT use the linking words because, therefore, since, for example to accurately connect a reason to their opinion.</td>
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<tr>
<td></td>
<td>SWBAT write a brief concluding sentence that summarizes their opinion.</td>
<td></td>
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</tr>
<tr>
<td><strong>Note that these skills have been previously covered in an earlier Persuasive mini unit.</strong></td>
<td></td>
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</tr>
<tr>
<td>CCSS.ELA-3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>SWBAT answer a question and provide the textual support (page # and text title) for that answer.</td>
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<tr>
<td><strong>Note that these skills have been previously covered at the beginning of the year.</strong></td>
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</tbody>
</table>

**TOTAL:**

**Total** days/minutes taught during the **entire** unit of
# Real-Time Calendar

## CALENDAR OF DAILY OBJECTIVES

<table>
<thead>
<tr>
<th>&lt; January&gt;</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td>SWBAT define immigration and immigrant.</td>
<td>SWBAT explain the meaning of the poem The New Colossus.</td>
<td>SWBAT define famine, political discord, religious persecution and economic opportunity.</td>
<td>SWBAT define customs and hardships.</td>
<td>SWBAT describe what are the Statue of Liberty and Ellis Island.</td>
</tr>
<tr>
<td><strong>Class Agenda:</strong></td>
<td>SWBAT locate Ellis Island and the Statue of Liberty on a map.</td>
<td>SWBAT describe an immigrant who left their home countries because of famine, political discord, religious persecution, and/or economic opportunity.</td>
<td>SWBAT will describe an immigrant who left their home countries because of famine, political discord, religious persecution, and/or economic opportunity.</td>
<td>SWBAT describe the experiences that new immigrants faced in America (new language, customs, opportunities, financial hardships, emotional hardships, and travel).</td>
<td>SWBAT explain what the Statue of Liberty and Ellis Island symbolize for Americans.</td>
</tr>
<tr>
<td><strong>Class Agenda:</strong></td>
<td>SWBAT make 3 predictions about the text The Cat Who Escaped Steerage.</td>
<td>SWBAT compare and contrast the information gleaned from a literary and informational text (The Cat Who Escaped Steerage and At Ellis Island: A New Hope in a New Land).</td>
<td>SWBAT evaluate the costs and benefits of the immigration in the early 20th century.</td>
<td><strong>Class Agenda:</strong></td>
<td><strong>Class Agenda:</strong></td>
</tr>
<tr>
<td><strong>Class Agenda:</strong></td>
<td>SWBAT will use photographs, manifests, videos, and audio clips to summarize the immigrant experience of the early 20th century.</td>
<td><strong>Class Agenda:</strong></td>
<td>1) Choral read of The New Colossus.</td>
<td>1) Choral read of The New Colossus.</td>
<td></td>
</tr>
<tr>
<td><strong>Class Agenda:</strong></td>
<td></td>
<td></td>
<td>2) The faces of immigration ppt (a</td>
<td>2) The faces of immigration ppt (a</td>
<td></td>
</tr>
<tr>
<td><strong>Class Agenda:</strong></td>
<td></td>
<td></td>
<td>Virtual Field Trip through Ellis Island and Statue of Liberty.</td>
<td>Virtual Field Trip through Ellis Island and Statue of Liberty.</td>
<td></td>
</tr>
<tr>
<td><strong>Class Agenda:</strong></td>
<td></td>
<td></td>
<td>4) Student Group Conversations around</td>
<td>4) Student Group Conversations around</td>
<td></td>
</tr>
</tbody>
</table>

Instruction: 60 min. / 12 days
<table>
<thead>
<tr>
<th>Introduction/Stop n Jot</th>
<th>2) Solo and Choral Read of The New Colossus.</th>
<th>2) Vocab intro</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) KWHL chart</td>
<td>2) Deciphering its meaning</td>
<td>3) Begin “New Life in America” Centers</td>
</tr>
<tr>
<td>3) Virtual field trip (pics and video from <a href="http://www.nps.gov/ellis">www.nps.gov/ellis</a>)</td>
<td>3) Class Read Excerpt from At Ellis Island: A New Hope in a New Land</td>
<td>a. Total of 6 centers</td>
</tr>
<tr>
<td>4) Read Aloud The Cat Who Escaped Steerage</td>
<td>4) Summarize text</td>
<td>b. Each center will be a different “experience” that immigrants faced: new language, customs, opportunities, financial hardships, emotional hardships and travel.</td>
</tr>
<tr>
<td>5) Alter/Add to KWHL Journal Questions:</td>
<td>5) Begin “Why They Immigrated” Centers</td>
<td>c. As they go through each center, they’ll summarize the text/information presented and make a Text Connection (self, world, or text)</td>
</tr>
<tr>
<td></td>
<td>1. Total of 6 centers</td>
<td>d. Information for each station will be a range of multi-media resources gathered from <a href="http://www.nps.gov/ellis">www.nps.gov/ellis</a></td>
</tr>
<tr>
<td></td>
<td>b. Four centers with testimony from real, possibly famous, immigrants who immigrated because of Famine, Political discord, religious persecution, and economic opportunity—excerpted from the text “At Ellis Island: A History in Many Voices”</td>
<td>e. One center will be a multimedia station where they can explore the these questions:</td>
</tr>
<tr>
<td></td>
<td>c. As they go through those 4 centers, they must answer these questions: Who was the immigrant? Where did they immigrate from? Why did they leave their home country? What encounters did they have in their journey? Other notable information?</td>
<td>5) Describe thoroughly how you think the immigrants felt when they saw the Statue of Liberty? Entered Ellis Island? Why? What evidence do you have to support that?</td>
</tr>
<tr>
<td></td>
<td>d. One center will be a listening center for The Cat Who Escaped Steerage</td>
<td>6) What is the Statue of Liberty? What do you think it symbolizes for Americans? Why?</td>
</tr>
<tr>
<td></td>
<td>ppt of Ellis Island images and portraits of famous people who immigrated into the US).</td>
<td>7) What is Ellis Island? What do you think it symbolizes for Americans? Why?</td>
</tr>
<tr>
<td></td>
<td>1) Confirm or modify your past predictions. Provide proof or a reason for modifying your predictions. If your prediction was realized, provide evidence of that.</td>
<td>8) Whole Class discussion and debrief from group discussions</td>
</tr>
<tr>
<td></td>
<td>2) What similarities or differences exist between the main characters in The Cat Who…. And the immigrants we’ve learned about in class? What pieces of evidence do you</td>
<td>9) Journal Questions</td>
</tr>
<tr>
<td>Journal Questions:</td>
<td>1) Knowing all that immigrants faced in their home country and in America, do you think it was all worth it for them to immigrate?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Describe thoroughly how you think the immigrants felt when</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|   | e. One center will be a multimedia station where they can explore the Ellis Island primary sources.  
   | f. As they are going through centers they will be documenting answers in their Journal.  
   | 6) Journal Work  
   | 7) Alter/Add to KWHL  
   | 8) Recite The New Colossus | have to support those claims?  
   | 3) How do you think the main characters in The Cat would feel about the poem The New Colossus? | Ellis Island primary sources  
   | 4) Finish Read Aloud: The Cat Who Escaped Steerage  
   | 5) Journal Questions | Journal Questions:  
   | 1) After centers and Finishing The Cat Who Escaped Steerage, do you think immigrating to America in the early 20th century was worth it? Why?  
   | 2) Do you think the immigrants who came thought it was worth it? Why? What evidence do you have for that claim?  
   | 3) Do you think other Americans thought it was worth it? Why? What evidence do you have to support that claim? | they saw the Statue of Liberty? Entered Ellis Island? Why? What evidence do you have to support that claim?  
   | 3) What is the Statue of Liberty? What do you think it symbolizes for Americans? Why?  
   | 4) What is Ellis Island? What do you think it symbolizes for Americans? Why? |
### Day 6
- **SWBAT define refugee.**
- **SWBAT compare and contrast the experience of recent immigrants and those from the early 20th century.**
- **SWBAT create a list of three lessons we should have learned from immigration in the early 20th century.**
- **SWBAT define condemned.**

**Class Agenda:**
1) Vocab intro
2) Stop and Jot Journal Reflection about George Santayana quote: “Those who can’t remember the past are condemned to repeat it.”
3) Whole Class read article “Refugees face homelessness all over again in U.S.” and “Hope brought me to America: A North Korean defector tells his inspiring story”
4) Small Groups Summarize articles
5) Small Groups create Venn Diagrams

### Day 7
- **SWBAT define traditions and principles.**
- **SWBAT describe the results of an informal community poll and a formal national poll.**
- **SWBAT explain why people in the US, though very different, can have the same principles, goals, customs and traditions.**

**Class Agenda:**
1) Vocab intro
2) Class gathers and synthesizes informal survey results
3) Whole class compares results from informal poll to formal poll
4) Journal Jot results
5) Small Group discuss:
   a. What was similar about the polls?
   b. What was different?
   c. Why do you think many people, though different, can have the same principles? Goals? Customs? Traditions?
6) Whole Class debrief small group discussion

### Day 8
- **SWBAT define suffrage, prejudice, honesty, courage, cooperation, respect, trustworthiness, and responsibility.**
- **SWBAT use photographs, artifacts, videos, and audio clips to summarize the accomplishments of various civil rights leaders to describe the major contributions of Susan B. Anthony, Jackie Robinson, Rosa Parks, and Cesar Chavez.**
- **SWBAT summarize the historical situation surrounding nine Americans Rights Leaders who fought for the rights and freedoms of others.**

**Class Agenda:**
1) Vocab intro
2) Research Gallery
1) This will be set up similarly to the previous day but focusing in on these lesser known individuals: Helen Keller, Dolores Huerta, Louis Sockalexis, Zach Bonner, and Jane Goodall.
2) Students will answer these basic questions for each theme:
   a. In this class formation students travel in groups of 2-3 and are asked to glean information posted/presented around the room (1-2
   b. Who helped gain more rights or freedoms for______?
   c. Which of these words

### Day 9
- **SWBAT describe the major contributions of Helen Keller, Dolores Huerta, Louis Sockalexis, Zach Bonner, and Jane Goodall.**
- **SWBAT generally describe the historical setting in which many civil rights and freedoms were fought for.**

**Class Agenda:**
1) Vocab intro
2) Research Gallery
1) This presentation will follow the format that the teacher expects the students to follow: 
   a. Clearly states their opinion.
   b. A description of the historical situation
   c. Provide four reasons of why Americans should honor them with national

### Day 10
- **SWBAT will identify which traits of citizenship a particular American activist has with supportive evidence.**
- **SWBAT describe the accomplishments of Martin Luther King, Jr.**

**Class Agenda:**
1) Teacher presentation on MLK, Jr. and why we honor him with a national holiday
2) This presentation will follow the format that the teacher expects the students to follow:
   a. Clearly states their opinion.
   b. A description of the historical situation
   c. Provide four reasons of why Americans should honor them with national
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7) Journal Jot</td>
<td></td>
</tr>
</tbody>
</table>

**Journal Questions:**

1) What was similar about the polls?
2) What was different?
3) Why do you think many people, though different, can have the same principles? Goals? Customs? Traditions?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8) Journal Reflection</td>
<td></td>
</tr>
</tbody>
</table>

**Journal Reflection:**

1) What similarities can you find between the leaders from yesterday and the ones we learned about today? What differences?
2) Out of all the leaders we’ve studied, who are you most interested in? Who are you most impressed by? Why?
learned from the wave of immigrants who came in the early 20th century? Share at least 3 please.

**HW:**

Students will survey 3 people from their family or neighbors about the Principles/Goals poll for tomorrow's lesson.

| Civil Rights leaders
| 4) Journal Reflection
| 1) Is America perfect? Has America ever been perfect? Why do you think that?
| 2) When American hasn’t been perfect, what has usually happened?
| 3) What similarities did you notice about the people who’ve worked to make America more equal? |

| guide in brainstorming and claims
| 7) Students work on persuasive piece first

**Journal Reflection:**

8) Who was Martin Luther King, Jr.?
9) What was the historical situation in which he lived?
10) Name 3 of his greatest accomplishments.
11) How has the USA decided to honor his life’s work?
12) What traits of good citizenship does he embody? What evidence do you have for those claims?

| Day 11
SWBAT write a persuasive text lobbying for a national holiday for an American leader who fought for the rights and freedoms of those who were denied them. |
| Day 12
SWBAT publish a persuasive text lobbying for a national holiday for an American leader who fought for the rights and freedoms of those who were denied them. SWBAT create a presentation |
| Day 13
***Student work (visual presentations and written pieces) will be displayed prominently in school bulletin board in the office. There will be a voting box there for people to “cast” their vote as to which |
**SWBAT create a presentation that lobbies for a new national holiday honoring an American leader.**

**Class Agenda:**

1) Teacher models her multi-media or visual presentation for her national leader
2) Small groups are called back to the teacher by American leader to help support the persuasive writing and the visual presentation
3) Students finalize persuasive piece and begin work on Visual Presentation

American should be honored next with a National Holiday.

The class will tally the votes after a week and present the winner of the competition and post on the same bulletin board.

That American Leader will have their “holiday” recognized by the 3rd grade that year.

With 3 included lesson plans

**3 LESSON PLANS**

<table>
<thead>
<tr>
<th>LP 1: Introduction into The Face of America_ Unit Day 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
State Standards:

- SS-03-S1C1 PO 3. Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.

- EDT-03-S1C4 PO2. Use digital collaborative tools to analyze information to produce original works.

Objective (Explicit):

- SWBAT briefly describe what the immigrant experience was like in the early 20th century by using a variety of primary and secondary sources.

Evidence of Mastery (Measurable):

Students will respond to this prompt in their Unit Journals:

_Using everything we saw and learned from our experiences today (journaling, KWLH chart, Virtual fieldtrip, and our reading of The Cat Who Escaped Steerage, describe four things about the immigrant experience in at least four complete sentences._

**Student Exemplar Response:**

Immigrants came from many different countries like Ireland and Turkey. Millions of people came to America to get away from wars or find a better life for their families. Older adults to little kids made the long journey by boat. Some people could afford to travel in groups but sometimes they had to travel all by themselves.

_A score of 12/16 on the rubric below would be considered mastery._

<table>
<thead>
<tr>
<th>Categories</th>
<th>Falls Far Below (1 pt.)</th>
<th>Approaches (2 pts.)</th>
<th>Meets (3 pts.)</th>
<th>Exceeds (4 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlights 4 elements of the immigrant experience</td>
<td>Writes about 1 element of the immigrant experience</td>
<td>Writes about 2 or 3 elements of the immigrant experience</td>
<td>Writes about 4 elements of the immigrant experience</td>
<td>Writes 4 or 5 insightful elements of the immigrant experience</td>
</tr>
<tr>
<td>Descriptions are</td>
<td>Most descriptions are inaccurate and/or</td>
<td>Some descriptions may be inaccurate or</td>
<td>All descriptions are</td>
<td>All descriptions are accurate, clear, and</td>
</tr>
<tr>
<td>accurate and clear</td>
<td>unclear</td>
<td>unclear</td>
<td>accurate and clear</td>
<td>comprehensive</td>
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</tr>
<tr>
<td>Write 4 complete sentences</td>
<td>1 complete sentences are written</td>
<td>2-3 complete sentences are written</td>
<td>4 sentences are written</td>
<td>5 or more sentences are written</td>
</tr>
<tr>
<td>Use 3 vocabulary words accurately</td>
<td>Uses 1 vocabulary word accurately</td>
<td>Uses 2 of the vocabulary words accurately</td>
<td>Uses 3 of the vocabulary words accurately</td>
<td>Uses all four vocabulary words accurately</td>
</tr>
</tbody>
</table>

Sub-objectives, SWBAT (Sequenced from basic to complex):

SWBAT define immigrant as “a person moving to a different country” and immigration as “people moving to a different country”.

SWBAT locate the Statue of Liberty and Ellis Island on a map of the United States.

SWBAT describe the things they know and want to learn about immigrants and immigration.

SWBAT collaboratively create notes that describe the immigrant experience based on primary and secondary online sources.

Key vocabulary:
- Statue of Liberty
- Ellis Island
- Immigrant
- Immigration

Materials:
- Projector
- Screen
- Internet access for websites listed in lesson plan
- 12 laptops checked out from media/computer lab (2 laptops for each Google group)

Station 1:
- Photo Collections
  - Station 1a
  - Station 1b

Station 2:
- Interview
  - Station 2

Station 3:
- Video
  - Station 3: Arrival at Ellis Island
Opening (state objectives, connect to previous learning, and make relevant to real life)

***A variety of classroom structures that we use regularly have been described and highlighted in yellow throughout the plan.

- Today we're going to be starting our new SS unit, "The Face of America". We're going to watch this video to set the tone for the unit. [http://www.history.com/topics/united-states-immigration-to-1965/videos#faces-of-america](http://www.history.com/topics/united-states-immigration-to-1965/videos#faces-of-america)
- Before we delve into some new information, I'd really like to explore some of our own thoughts and knowledge about the topics we'll cover in this unit. We're going to start off by taking a rapid 2 and create our unit's KWLH chart.
  - **KWLH CHART**: Teacher posts on screen Classroom Wiki Page where they have inserted a KWLH chart. Teacher sets a timer and has students quickly share out things they "know", "want to learn" and "how they can learn" those things and places them in the appropriate category. This table on the Wiki page will be accessed every 3 days to show students how they are learning more about the topic and things they are interested in. This document is updated as a classroom job by the "KWLH kid (the H is silent and it's pronounced Cool 😊)"
- Excellent Job! Now that we've explored some of the things that we already know and want to know about immigration and the diversity of our country, I’d like us to do a quick Journal Jot to dive more into the experience of the early immigrants of our country.
  - 3) The Journal Jot Prompt: If you had to leave your home but could only take with you what you could fix in this shoebox, what would you take?
  - Excellent, I saw some really insightful and interesting comments. Take 30 seconds with your shoulder partner, and share 1 thing you’d bring.
  - Alright, let’s get started with today’s learning. Let’s look out our objective for the day and the expected resources we’ll be using to learn that material. (Class choral reads the objective and teacher highlights the resources that will be used.)

(7 min)

### Instructional Input

**Teacher Will:**

To start building some base knowledge for our unit, The Face of America, we're going to be taking a Virtual Field through space and time in our Google groups. But before we shift into Google Group Work, I'd like for us to start the Virtual Field Trip together and take notes as a class.

**Student Will:**

Recorders situate laptops for group viewing. Classroom Wiki and Google docs are listed under favorites but also have icons on the desktop.
Let's take 2 minutes, and have our Google groups go ahead and access our Google Doc entitled Notes of Early American Immigration and pull up classroom Wiki page. Please make sure that your Google group has selected the correct color for your note writing and that your chairs and laptops are situated so everyone has view them.

**Google Group Description:** Our students have previously been grouped in heterogeneous groups of 4 to work together on collaborative note taking in Google Docs. Each Google group has been designated with a separate Text color so students can “show” what their groups have contributed to the collective effort. The teacher can actually track and see EVERY change that each group has done to the document so cheating by “changing text color” of another group’s work isn’t possible. Within the groups, each member has a job: **Recorder** (they officially take the notes on the laptops and make sure that the group is completing the task correctly), **Analyst** (is to keep track of/ “know” what information other groups have already added to the Google Docs notes document and to suggest words/phrases that are key ideas that should be highlighted), **Innovator** (be the “spark” of new ideas for the group, to help identify new information that other groups haven’t shared and to at least come up with ways to personally connect to the information), **Spokesperson** (should be comfortable communicating any ideas, processes, difficulties etc. that the group came across in completing the task, also is the “formal” communication link between their group and other groups and/or the teacher). These jobs are periodically (bi-monthly) rotated. It is the responsibility of the entire group to resolve any conflicts by using our Conflict Resolution plan, keep track of worktime, and to complete the tasks they were given.

Thank you for doing that so efficiently. I’m going to be showing some of the features on our Google doc and Wiki up on the screen but if you’d like, your Recorder can navigate docs and sites on your laptops.

As you can see our wiki page has a few important definitions and images we need to learn first.

Spokespersons please read the definitions out loud to your groups and read the captions for the 3 images.

- **immigrant** - a person moving to a different country
- **immigration** - people moving to a different country

Spokespersons read aloud to the group members the definitions and captions.
As you can see our Google doc has 7 different headers. Can I get a spokesperson to read those headers out loud?

Thank you!

Now, if you can direct your attention to your second laptop or up on this screen, you will see our wiki page has 7 different links that match the headers.

You and your group will be asked to click on the link, look at the pictures, watch the video or listen to the audio clip and then pull out important information and record it on our Google doc in the appropriate place.

Let me show you a quick example.

At this point, can I have everyone’s attention to the front screen.

We are going to click on the Wiki link called Intro to Ellis Island and watch this video. As we watch, think about what is some important information we should record in our Google notes.

**Intro to Ellis Island (**

http://www.history.com/topics/ellis-island/videos#deconstructing-history-statue-of-liberty)

I'm going to pause the video here and I'm wondering what would be some important information that I should record. Turn to your group and discuss what information should be recorded on the Google Notes. Take 1 minute.
Ok, let’s hear these ideas. (Teacher has Google Notes up on the screen).

Spokesperson from Group 1, let’s hear some information you thought was important. Great! Group 1 Recorder, please type that information into the Google doc.

Spokesperson from Group 6, let’s hear another piece of information that was important. Great, Group 6 Recorder, please type that information into the Google doc.

(If at this point the students haven’t brought up an idea that the Teacher really wants to be made known, the teacher can bring it up themselves and have another Recorder record it.)

Let’s finish the video and see what other important information there is.

Ok. I’m going to pause the video. Analysts and Innovators, please keep your group aware of the information that we’ve already added and be considering New innovative ideas for our notes. Discuss some more important information that we should record in the Google doc.

Give the groups 2 minutes to chat.

Alright let’s hear some of those great ideas. (Teacher calls on groups similarly as before).

Ok. Let’s stop and review our notes. Do these notes accurately capture all the important information from the video? (If they do, teacher can move on to Guided Practice. If not, Teacher can then have students do some Note writing in their Groups to complete the notes.)

(7 minutes)
The Virtual Field trip and Google Groups were created specifically with student needs in mind because they provide a variety of behavior and academic supports. For example, our Analysts are constantly highlighting key words/ideas which helps make reading these documents easier for struggling readers because they can hone in on the important information more easily. Secondly, for students who struggle with written text, the videos, pictures and group discussion allows them to access the information more comfortably and engage in academic conversation without being hindered as much. The reverse can be said for students who are struggle with just auditory information, all the notes will be written collaboratively and they can therefore glean important information from what other groups have recorded.

<table>
<thead>
<tr>
<th><strong>Teacher Will:</strong></th>
<th><strong>Student Will:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>OK, we are going to continue to create our collaborative notes on the Early Immigrant Experience of Americans. Please turn to your group right now and remind them exactly what your job title is and what your role in the group will be.</td>
<td>Students communicate their job title and responsibilities to the group.</td>
</tr>
<tr>
<td>(Give students 2 minutes max. to do this. This is information that everyone in the room already knows, but a way to “refresh” over their roles and responsibilities before they start in on the task.)</td>
<td></td>
</tr>
<tr>
<td>OK, let me direct your attention to the front screen. Notice on our Wiki page, you’ll see this table. Locate the name of your group, and take note of the “Station” you will start with. Remember, we’re not necessarily moving locations but resources that are on the web. The only time you and your group will move, will be to meet me over on Reader’s Island to start our Read Aloud book which is Station 6.</td>
<td></td>
</tr>
<tr>
<td>Remember as you are taking notes, you are looking to record the most important information from that resource that hasn’t already been recorded.</td>
<td></td>
</tr>
<tr>
<td>Are there any questions? Work until you hear the chimes and then transition to your next station.</td>
<td></td>
</tr>
<tr>
<td>Let’s go...(sound the chimes).</td>
<td></td>
</tr>
</tbody>
</table>
(I’ve created the schedule so that I can go around to every group for the first 15 min. and check that groups are working well and answer any questions or confusions right away.

Station 6, which is the Read Aloud of one of our unit’s text, The Cat Who Escaped Steerage, has been designed so I can do a quick prediction and activate prior knowledge before I play the Audio version of the book. While students listen/read to the first minute or two, I like to quickly walk around the room and check the progress of the Google groups and the Google Notes. Once I see that there are no issues, I join the Station 6 group again and pause the reading to ask comprehension and connection questions of the students. I periodically do this practice during a station so I can keep tabs of the learning and behavior of all of the groups and students.

At the 30 min. mark and at the end of the 60 min., I ring a different set of chimes that designates that I personally need the students’ attention.

Excellent job! I think I need 2 minutes of Release, who’s with me?

All students are now partaking in the Virtual Field trip and viewing the online resources. They are collaboratively taking notes after discussing what important information should be recorded and seeing what other groups have already contributed.
**Release:** Release is a physical state change activity I do periodically when my students have been "deep in the learning" or "pressed" for a long period of time. So after a press, we do a release. During release I give students physical directions, like walk like an octopus or pretend you're a drifting leaf. They move around the room in a designated direction in that motion and then I stop them with a buzzer and they freeze. I pose some sort of question related to the learning of the class like, "What sorts of people immigrated to America? Young old, single with families, etc. Give an example from your research." Have them share their answers with a partner and then I call on two people to share aloud. I thank them, give them another physical direction and hit the buzzer to start them in motion again.

After the last release, send students back to their Google Groups and have them pull out their Unit Journals while leaving the laptops on the desk.

Student will be making predictions about the text and then making connections to some of the information they already gleaned from the Virtual Field trip. They will then listen to the first few pages of the story and be answering predicting and comprehension questions periodically.

***The teacher has gathered together some Early American Immigrant pictures (ships, immigrants, belongings, etc.) to help activate prior knowledge. Teacher has also created a diagram with pictures of the story's characters to help students navigate who and what in the story. There is also a map situated at Reader’s Island so students can see where the protagonist is from and where America is in relation to that.

Students stand up and physically move around the room per the Teacher directions.

Students partner with a peer and answer academic questions.

Students move back to their original seats.

**Co-Teaching Strategy**

One teach and one observe

**Differentiation Strategy**

- For a few students who struggle with doing multiple tasks at once, the teacher has provided them with a document that has guiding questions that may aid them in identifying important information to pull out from each resource.
  - Each group will only have to initiate the recording of information for a station, the rest of the time the act of reviewing what information is already listed, pruning redundant information, reorganizing or reformatting information, and highlighting words/ideas helps the brain information as it is pushed to evaluate what has already been said, what is most important and what is missing.
- Students are still working in Google groups and therefore are benefitting from the structured support of those groups.
- There are two students who are on behavior contracts who I specifically visit at the start and end of every station to check on their work and behavior. I then note/mark this progress on their charts. If these students cannot function appropriately in their groups, they can work through the resources and note-taking independently at a classroom computer or in the computer lab.

---

Teacher Will: | Student Will:
Excellent work everyone! (Teacher is showing the Google Notes up on the front screen.) Look at all of this AMAZING information that we all gleaned from the different resources that we used today!

Recorders, can you please make sure that our Google docs are up and available on both laptops thank you. Please position them so everyone in the group has visual and physical access to at least one of the laptops.

To really cement some of the learning that we experienced today, the next part of our lesson is going to be done independently. You will be asked to complete 2 tasks.

1) In your personal journal, answer this prompt: Using everything we saw and learned from our experiences today (journaling, KWLH chart, Virtual fieldtrip, and our reading of The Cat Who Escaped Steerage), describe four things about the immigrant experience in at least four complete sentences.

2) Use at least 3 words from this list in your journal response accurately:
   a. Immigrant
   b. Immigration
   c. Ellis Island
   d. Statue of Liberty

If you finish with this prompt before the 10 minutes are up, I’d really like for you to continue journaling but this time I’d like for you to reflect and make some personal connections.

I’m posted up on the screen some questions, that if you’re done, I want you to think about:
(On the screen and posted on the Wiki)

• What was one story, fact or image that really touched you personally? How did it touch you personally?
• If you had to be an Early American Immigrant, what do you think you would have found to be the most difficult? The most beneficial? Why?
• How do you feel about Early American Immigrants and Immigration? Are there elements in our history that make you proud, ashamed, both, or other? Explain.

Recorders set up the computers.

Students independently journal write for 10 minutes answering the prompt.
### Co-Teaching Strategy

One teach and one observe

### Differentiation Strategy

- Some students have different Unit Journals than their peers. These journals come with sentence stems included, and vocabulary listed at the top of the page.
- Students are also have to access the notes that everyone made and key ideas/words have been highlighted throughout the text and therefore are easier for students to access and find important ideas.
- Often the two students who are on behavior contracts struggle with quiet, independent work time and I send them to different parts of the room where they can have headphones with meditative music on and privacy folders set up. This practice is something they are free to access and do themselves as they are feeling it necessary. They do not get a positive mark on their behavior tracker if I have to ask them to go to these locations, so they are usually pretty invested to make good decisions about whether they need it or not.
- For students who are my struggling readers and/or writers, I make myself available at the back U table. If they don't feel like they need my extra support, they just continue to work at their desk. For those that need extra support beyond sentence stems and highlighted words, I am at the back table and can help them work through the journal prompt.

### Closing/Student Reflection/Real-life connections:

Thank you very much! I saw some excellent descriptions and very thoughtful, personal reflections! I think I'd like us to close out today's lesson with a huddle in our Professional Guilds.

#### Professional Guild:

Professional Guild is just an opportunity in our class for students who have the same group job (like Spokesperson or Recorder) to meet and discuss. Since these jobs have initially been given to students in a differentiated manner (often students who struggle with writing start off as Innovators or students who are more reserved start off as Recorders, etc.) I am able to offer some larger group differentiation and support to these students as they begin their discussions. These jobs do rotate, but students rotate collectively so I may start off with the more timid group and help get the discussion started. I may work my way over to another group of students who were struggling readers and push the group to remember what text or specific fact supported someone else's statement, etc.

When you get in your professional guild, I want you to share one personal connection to today's learning. Whether it be a fact or bit of information that you found really surprising or something that touched you personally. Remember you must make an original comment and affirm or add-on to someone else's.

We're going to use the structure of 2 hands in, so I know when the class is ready to move on.

#### 2 hands in:

Since students are in a huddle (standing circle), they put one hand in the middle of the huddle once they've shared a personal connection. They get to put their other hand in when they have affirmed or commented on someone else's original comment. At the very end, everyone in the huddle will have their hands in the middle and they do a 3 count before they lift up their hands and say their job titles, like, "1-2-3- Innovators!"

This is an audio clue to the teacher and other groups that we are starting to close out the activity.

Move to your Guildhalls when you hear the chimes. Are there any last questions? (sound the chimes).
**LP 2: Reasons for Immigration Days 2 & 3**

**Teacher:**
Mrs. Smith

**Subject:**
3rd grade SS.

**This lesson plan has been created so students can have some extended time working in stations. This LP will span the SS class over 2 days for a total of 120 min.**

- Discuss reasons (e.g., famine, political discord, religious persecution, and economic opportunity) why people left their home country to start a new life in the United States.

**Objective (Explicit):**

- SWBAT describe the four main reasons why people immigrated to America in the early 20th century and an example for each reason.

**Evidence of Mastery (Measurable):**

**Students will respond to this prompt:**

1. What are the four main reasons why people immigrated to America in the early 20th century? Provide a thorough, real life example of someone who immigrated for that reason.

2. Now that you’ve seen some of the hardships that many immigrants faced in their home countries, if you were placed in their shoes, do you think you would’ve immigrated to America as they had? Why or why not?

**Example:**

One reason that people immigrated to America was because of famine. An example of that are the thousands of Irish immigrants who came to America during the Potato Famine. Another reason is political discord. Albert Einstein left his home country of Germany because he didn’t agree with the things that they were doing. A third reason is religious persecution. Irving Berlin and his family were pushed out of Russia because they were Jewish. One last reason that people came to
America was economic opportunity. Andrew Carnegie and his family moved to America from Scotland where there were more opportunities to make more money.

(Part two will not be scored but is just a thought provoking journal prompt.)

<table>
<thead>
<tr>
<th>S1 C7 P0 1. Discuss reasons (e.g., famine, political discord, religious persecution, and economic opportunity) why people left their home country to start a new life in the United States.</th>
<th>What are four reasons that that people left their home country?</th>
<th>___1 pt. Author has identified famine</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>___1 pt. Author has identified political discord</td>
</tr>
<tr>
<td></td>
<td></td>
<td>___1 pt. Author has identified religious persecution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>___1 pt. Author has identified economic opportunity</td>
</tr>
<tr>
<td></td>
<td>What evidence and example can you provide to support those claims?</td>
<td>___2 pts. The author provided the text and an example for the reason of famine.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>___2 pts. The author provided the text and an example for the reason of political discord.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>___2 pts. The author provided the text and an example for the reason of religious persecution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>___2 pts. The author provided the text and an example for the reason of economic opportunity.</td>
</tr>
</tbody>
</table>

Total pts. /12 pts.

### Sub-objectives, SWBAT (Sequenced from basic to complex):

- [ ] How will you review past learning and make connections to previous lessons?
- [ ] What skills and content are needed to ultimately master this lesson objective?
- [ ] How is this objective relevant to students, their lives, and/or the real world?

**SWBAT** read aloud the New Colossus.

**SWBAT** describe the four reasons why people immigrated to America.

**SWBAT** provide an example for each reason.

**SWBAT** reflect on the struggles of our American ancestors.

**SWBAT** connect the struggles of the American ancestors to the New Colossus.

### Key vocabulary:

| Materials: |
famine: a situation in which many people do not have enough food to eat

political discord: a lack of agreement between people of different political groups

religious persecution: cruel or unfair treatment because of religious beliefs

economic opportunity: the chance to work and create better financial gains

6 laptops

Websites /textbooks on:
- Albert Einstein
- Madeleine Albright
- Felix Frankfurter
- Andrew Carnegie
- Irving Berlin
- The Dunbrody Famine Ship

Unit Journals

The New Colossus video
The New Colossus poster

Opening (state objectives, connect to previous learning, and make relevant to real life)

☐ How will you activate student interest?
☐ How will you connect to past learning?
☐ How will you present the objective in an engaging and student-friendly way?
☐ How will you communicate its importance and make the content relevant to your students?

The Teacher stands on a chair or prominent position and emotively performs The New Colossus for students. Emphasizing the highlighted portions. Poem will be posted prominently in the room and also posted on the big screen.

The New Colossus by Emma Lazarus

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles, From her beacon-hand
Grows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep, ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me.
Teacher will play the following video that has visual guides to help paint the meaning of the poem *The New Colossus* Video.

Teacher will encourage students to read the poem along with the video for a 3rd or 4th time.

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<table>
<thead>
<tr>
<th>Teacher Will:</th>
<th>Student Will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>That poem, <em>The new Colossus</em> was written by a woman named Emma Lazarus. She wrote that poem to help raise money for the pedestal portion of the Statute of Liberty. Years later, people loved the poem so much and felt that it embodied the symbolism of the Statute of Liberty that they created a placard of the poem and placed it at the entrance of the pedestal of the Statute of Liberty.</td>
<td></td>
</tr>
<tr>
<td>Let’s look back at those last few lines again. Read along with the video for the last lines. Today, our objective is focusing in on learning about what exactly Emma Lazarus was talking about in those last few lines.</td>
<td>Students will read aloud the last few lines of the poem.</td>
</tr>
<tr>
<td>Let’s read our daily objective together.</td>
<td>Read aloud the daily objective.</td>
</tr>
<tr>
<td>We will be learning the main reasons why people wanted to immigrate to America. What reasons can you pull out from Emma’s poem, <em>The New Colossus</em>? Turn to your shoulder partner and come up with two possible reasons.</td>
<td>Read aloud the daily objective.</td>
</tr>
<tr>
<td>Teacher will give students 1 minute to discuss and ask for volunteers.</td>
<td></td>
</tr>
<tr>
<td>Great ideas and I like how you guys deciphered a difficult text to pull out those ideas!</td>
<td>Discuss with their partners two reasons.</td>
</tr>
<tr>
<td>Well, just like our objective states, we’re going to focus in on the four main reasons why people immigrated to America and they were: famine, political discord, religious</td>
<td></td>
</tr>
</tbody>
</table>
I'd like for us to go ahead and define these terms so we all know exactly what they mean and how to pronounce them.

I'm going to pass out now your “Research Notes” where you will be gathering all of your information today.

Teacher provides definitions for the day's vocabulary and has students pronounce the words.

Ok, I'm going to do a quick check for understanding. I'll pose a question, I want you to take 20 seconds to think and refer to your notes and then answer by showing the number of reason on your hand, ok? After I get the answers from the class, I want you to share your answer with your partner and why.

**Quick Check For Understanding:**

1. If someone immigrated to America because they were being harassed because they believed in Buddhism but a powerful group of people followed the practices of Hinduism, show me at your chest, which reason that would be (student will show the # reason 1 or 2, etc.)?

2. If someone moved to America because they wanted to have a chance to make a better life by making more money doing some sort of work they couldn't do well before, which reason would that be?

3. In the 19th century, many Irish people left their homeland because a potato disease struck the land. Which reason would that be?

Pronounce the vocabulary words for the day.

Students record the definitions into their Research Notes.

Students will check their notes and then decide which reason it was. They will then share their answer and reasons with their shoulder partner.
Excellent. I think we’re ready to really delve into today’s learning. We’re going to be participating in station learning. As you can see on your Research Notes, we’ll be moving between 6 different stations. Four of the stations are centered on the main reasons why people immigrated from their homelands and the other two are where we’ll read different texts and be considering what other connections we can make.

The resources you will be accessing will be a mix of online resources and/or hard-copy texts. There will be computer or laptop available for each of the first 4 stations and remember that the starred resources have been designated for assistance for certain students, thank you for respecting that and making sure those are available for those who need them.

**Marked Resources:**

*Computers and textbooks that have been designated to meet the needs of certain students have been marked with a Phoenix sports team sticker (Phoenix Suns, Coyotes, Mercury, Diamondbacks, etc.). Students know that they can access and use any resource, but that the marked resources have been especially selected for them, in case they begin to struggle. Some resources have been selected because the information has been formatted differently and it is easier to read, or the resource may have more images that reinforce the text. This practice allows for in-station differentiation and support.*

Each resource is marked by the number and color that shows what station it is a part of. You will be “moving” through the stations with your regular groups and let’s remind ourselves what the process is if you are having trouble?

*Academic- Ask three before the T. (This means that the student should ask 3 other students before leaving their station to ask the teacher a question).*

*Community- Conflict Resolution protocol (This process is how we resolve all conflicts within the classroom and students are familiar enough to use the protocol without teacher assistance.)*

*Keep Perspective and Have a Spirit of GENEROSITY (These two phrases are popular phrases in our class as students face difficult tough situations or are interacting with others).*

Students will look on their Research Notes or up on the screen where the teacher has an example.

Students talk with their partners about what the processes are for resolving a problem while we are at stations.
Co-Teaching Strategy

One teach and one assist.

Differentiation Strategy

A version of the poem that has images printed next to the lines and a “translation” into more common terms has been provided for student who struggle with decoding and comprehension.

Teacher Will:

☐ How will you ensure that all students have multiple opportunities to practice new content and skills?
☐ What types of questions can you ask students as you are observing them practice?
☐ How/when will you check for understanding?
☐ How will you provide guidance to all students as they practice?
☐ How will you explain and model behavioral expectations?
☐ Is there enough detail in this section so that another person could facilitate this practice?

Student Will:

☐ How will students practice all knowledge/skills required of the objective, with your support, such that they continue to internalize the sub-objectives?
☐ How will students be engaged?
☐ How will you elicit student-to-student interaction?
☐ How are students practicing in ways that align to independent practice?

Students will now move through all 6 stations. They will spend 12 minutes at each station reading/listening/watching video etc. and answering the questions on their Research Notes.

Students will spend 1 minute transitioning from one station to the next for a total of 78 min.

Students will move around in groups of four through all of the stations. They will be reading/watching resources that have answers for their Research Notes.

Students will also be recording these answers on their Research Notes.
Teacher A will be moving about the room supporting struggling or confused students and the group at the station for The Cat Who Escaped Steerage. If there is no support needed around the room, Teacher A will work specifically with the TCWES group.

Teacher B will station teach the group who will be working with the informational text At Ellis Island: A History in Many voices and asking the end of listening questions at the station for TCWES unless Teacher A is already there.

Co-Teaching Strategy

Station Teaching

Differentiation Strategy

Some resources, as were mentioned above, have been gathered for specific students who struggle with reading on grade level. Those resources have been marked and placed at each station. Students know which resources they are allowed to access and have utilized this structure before in previous station styled lessons. Teacher is also free to provide necessary support to students specifically as they access resources online or through text.

A few students have been provided with Research notes that have sentence starters provided, definitions with bolded or highlighted terms.

There are two students who are on behavior contracts who will get a teacher visit at the start and end of every station to check on their work and behavior. This progress is then marked on their charts. If these students cannot function appropriately in their groups, they can work through the resources and note-taking independently at a classroom computer or in the computer lab.

Teacher Will:

- How will you plan to coach and correct during this practice?
- How will you provide opportunities for remediation and extension?
- How will you clearly state and model academic and behavioral expectations?
- Did you provide enough detail so that another person could facilitate the practice?

Student Will:

- How will students independently practice the knowledge and skills required by the objective?
- How will students be engaged?
- How are students practicing in ways that align to assessment?
- How are students using self-assessment to guide their own learning?
- How are you supporting students giving feedback to one another?
Ok, excellent job with those centers! At this point, I’d like for you guys to demonstrate what you’ve learned today by responding to a Journal Jot.

You have 2 prompts to respond to:

3. What are the four main reasons why people immigrated to America in the early 20th century? Provide a thorough, real life example of someone who immigrated for that reason.

4. Now that you’ve seen some of the hardships that many immigrants faced in their home countries, if you were placed in their shoes, do you think you would’ve immigrated to America as they had? Why or why not?

Students will have 12 minutes to Journal Jot. They are able to use their notes that they gathered during their “research” stations.

Students will Journal Jot for 12 minutes using their “research notes” as necessary.

Students who need extra support (beyond sentence stems, will meet the teacher at the back U table).

Co-Teaching Strategy

Parallel Teaching- As one teacher is providing support to students during the Journal Jot, the other teacher will be back at the U table provided more scaffolded support for other students.

Differentiation Strategy

Some students whose IEPs or learning goals require them to use sentence stems, have Unit Journals where sentence stems and vocabulary has been highlighted. Beyond that students know they can access any previous resource that they took notes on or meet with the teacher at the back U table for extra support.

There are two students who are on behavior contracts who will get a teacher visit at the start and end of every station to check on their work and behavior. This progress is then marked on their charts. If these students cannot function appropriately in their groups, they can work through the resources and note-taking independently at a classroom computer or in the computer lab.

Closing/Student Reflection/Real-life connections:

- How will students summarize and state the significance of what they learned?
- Why will students be engaged?
To close out today’s learning about the reasons why early immigrants came to this country; let’s do a bit of 2 Hands In with your group members.

I’m going to pose a question that I’d like everyone in the group to respond to and affirm the comments of a peer. I then will pull one popsicle stick to call on someone to share a comment from their group’s that they found particularly profound...remember profound means that it is a comment that shows great knowledge or understanding for today’s topic.

1st question: After learning about the struggles that our American ancestors faced before they immigrated, what feelings do you have about them and why?

(2.5 minutes to discuss and affirm)

Teacher will pull popsicle stick and call on student

2nd question: (Teacher will replay the The New Colossus video) and then ask... What particular connections do you see between today’s learning, and Emma Lazarus’ poem The New Colossus? What is your opinion of the poem and why?

(2.5 minutes to discuss and affirm)

Teacher will provide group points (in classroom incentive program) to groups that were heard accurately using vocabulary for the lesson during the closing.

Excellent! Thank you everyone for sharing today!

Research Notes

<p>| Vocabulary       | famine: | political discord: | religious persecution: | economic opportunity: |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Station 1</th>
<th>Station 2</th>
<th>Station 3</th>
<th>Station 4</th>
<th>Station 5</th>
<th>Station 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who immigrated to America for this reason?</td>
<td>Reason:</td>
<td>Reason:</td>
<td>Reason:</td>
<td>Reason:</td>
<td>The Cat Who Escaped Steerage</td>
<td>At Ellis Island: A History in Many Voices</td>
</tr>
<tr>
<td>Where did they immigrate from?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>For which reason do you think this family left their home country? What evidence do you have of that?</td>
<td>Select one person from the text and identify the reason they immigrated to America?</td>
</tr>
<tr>
<td>Give some more details as to why they left their country?</td>
<td>Identify a similarity between the family in TCWES and someone in AEI. Identify a difference.</td>
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<tr>
<td>What other notable information is there?</td>
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<tr>
<td>Name the resources you used.</td>
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</tbody>
</table>

**LP 3: American Symbols Day 5**

**Teacher:**
Mrs. Smith

**Subject:**
SS

**Common Core State Standards:**

S3 C1 PO 1. Describe national symbols and monuments that represent American democracy and values:
- Statue of Liberty
- Ellis Island

**Objective (Explicit):**

SWBAT explain what the Statue of Liberty and Ellis Island symbolize for Americans and why.

**Evidence of Mastery (Measurable):**

Students will respond to this journal prompt. Questions 3 and 4 will assess the standard:
5) Knowing all that immigrants faced in their home country and in America, do you think it was all worth it for them to immigrate?

6) Describe thoroughly how you think the immigrants felt when they saw the Statue of Liberty? Entered Ellis Island? Why? What evidence do you have to support that?

7) What is the Statue of Liberty? What do you think it symbolizes for Americans? What evidence do you have for that claim?

8) What is Ellis Island? What do you think it symbolizes for Americans? What evidence do you have for that claim?

<table>
<thead>
<tr>
<th>S3 C1 PO 1. Describe national symbols and monuments that represent American democracy and values:</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Statue of Liberty</td>
</tr>
<tr>
<td>F. Ellis Island</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Journal Entry for National Symbols Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the Statue of Liberty? What do you think it symbolizes for Americans? What evidence do you have for that claim?</td>
</tr>
<tr>
<td>____1 pt. Author has described the Statue of Liberty</td>
</tr>
<tr>
<td>____2 pt. Author has stated what it symbolizes for Americans</td>
</tr>
<tr>
<td>____2 pt. Author has provided textual evidence for their claim of symbolization</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is Ellis Island? What do you think it symbolizes for Americans? What evidence do you have for that claim?</th>
</tr>
</thead>
<tbody>
<tr>
<td>____1 pt. Author has described Ellis Island</td>
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<tr>
<td>____2 pt. Author has stated what it symbolizes for Americans</td>
</tr>
<tr>
<td>____2 pt. Author has provided textual evidence for their claim of symbolization</td>
</tr>
</tbody>
</table>

Total pts. /10 pts.

Sub-objectives, SWBAT (Sequenced from basic to complex):
- How will you review past learning and make connections to previous lessons?
- What skills and content are needed to ultimately master this lesson objective?
- How is this objective relevant to students, their lives, and/or the real world?

**SWBAT define symbol.**

**SWBAT describe what the Statue of Liberty and Ellis Island are.**

**SWBAT explain what they symbolize and why.**

Key vocabulary: |
| --- |

Materials:
Teacher will start the lesson by playing the following video to set the mood of reflection and connection to past lessons and the reading of the New Colossus.

http://www.youtube.com/watch?v=N0B9CitsfU0

Teacher will then ask a Quick Jot question 3-5 minutes:

How do you think the immigrants felt when they saw the Statue of Liberty?

How do you think the immigrants felt when they entered Ellis Island?

Thank you for all of your great ideas. I want you to hold to your Quick Jots because I want you to use your ideas later in this lesson as we talk about some American symbols.

Let’s go ahead and read today’s objective (choral read as a class). Today we’re going to take a closer look at the Statue of Liberty and Ellis Island and find out even more about these places than we’ve already learned earlier this week. We’re also going to describe what those 2 places symbolize for America and why we think that.

So as we jump into today’s lesson let’s refresh about what we know about these 2 locations.
<table>
<thead>
<tr>
<th>Teacher Will:</th>
<th>Student Will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ How will you model/explain/demonstrate all knowledge/skills required of the objective?</td>
<td>□ What will students be doing to actively capture and process the new material?</td>
</tr>
<tr>
<td>□ What types of visuals will you use?</td>
<td>□ How will students be engaged?</td>
</tr>
<tr>
<td>□ How will you address misunderstandings or common student errors?</td>
<td>□ How will you explain and model behavioral expectations?</td>
</tr>
<tr>
<td>□ How will you check for understanding?</td>
<td>□ Is there enough detail in this section so that another person could teach it?</td>
</tr>
</tbody>
</table>

### 24 minutes

#### PART A:

Who can describe what the Statue of Liberty is? (Teacher pulls up a padlet page with Statue of Liberty pictures and begins to fill in some of the basic information about the Statue of Liberty while calling on other students

www.padlet.com

Excellent job everyone! I’m now going to invite you in your google groups to watch 2 videos on the Statue of Liberty and to create notes on the padlet sheet. First let’s watch the videos.

**Statue of Liberty VIDEOS:**


(Students now are directed to take notes on the padlet about the Statue of Liberty).

Students in their google groups are watching the 2 videos on the Statue of Liberty.

Students share out responses and ideas from the learning earlier in the week.
Great work everyone! Now I’d like for us to shift our focus just a bit to Ellis Island.

Who can describe what Ellis Island is? (Teacher pulls up a padlet page with Ellis Island pictures and begins to fill in some of the basic information about the island while calling on other students)

www.padlet.com

Excellent job everyone! I’m now going to invite you in your google groups to watch 2 videos about Ellis Island and to create notes on the padlet sheet.

Let’s watch the video and take the virtual tour first

Ellis Island VIDEOS:

http://teacher.scholastic.com/activities/immigration/webcast.htm

cue 1:00-5:30 and 10:36-12:31

and


Part B:

Students share out responses and ideas from the learning earlier in the week.

Students in their google groups are watching the 2 videos on Ellis Island.
We’re going to move to the second part of our lesson today and we’re going to talk about symbols.

So I’m going to project a couple of images for you up on the screen and all of them are generally accepted as symbols for things.

(teacher projects a picture of a heart)

Who can tell me what this picture is? Yes, it is a heart. Hearts are often used as symbols of love or caring.

(teacher projects a picture of a 4 leaf clover)

Who can tell me what this picture is? Yes, it is a 4 leaf clover. 4 leaf clovers are often used as symbols for luck.

(teacher projects a picture of a dove)

Who can tell me what this picture is? Yes, it is a bird but it is a particular bird, a dove. Does anyone know what they might symbolize? Yes, often
they are used as a symbol of peace.

(teacher projects a picture of)

Who can tell me what this picture is? It is a cornucopia. Does anyone know what it might symbolize? It has been used as a symbol of bounty, autumn, and harvest.

(teacher projects a picture of)

Who can tell me what this picture is? Yes it is of 2 fingers...what do you think that symbolizes? Yes, it can symbolize the number 2 and peace.

I want you to turn to your partners and brainstorm a definition of what you think a symbol is.

(Teacher circulates to hear definitions and then calls on a few students to provide their definitions.)

Actual Definition:
A symbol is an action, object, event, etc. that expresses or represents a particular idea or quality.
Great! I’m glad that you guys can recognize that a symbol is something that can represent something more than what it is but a bigger idea...like the heart and the idea of love. Or the two fingers symbolizing peace.

Earlier today, we learned more about what the Statue of Liberty and Ellis Island are and what role they have played in our country’s history. Right now, I’m going to ask us to put on some thinking hats and I want us to think about what those to locations symbolize for our country? In just a moment, I’m going to have you in your google groups go back to your padlet pages and I’m going to have you guys use the 3 Chips structure to discuss what you think they symbolize. You will be using these sentence stems—

1) The Statue of Liberty is a symbol of _________ because _________.
2) Ellis Island is a symbol of __________ because _______.

Before I set you loose to do that activity, I’m going to model using the sentence frames with some of the images from earlier. For example:

Ex: The cornucopia is a symbol of bounty and abundance because it was a basket used in olden times to carry peoples fruits and vegetables after the harvest.

Does someone want to model for us how to use the sentence frame with the heart?

Student volunteer uses the heart sentence frame: 

Ex: The heart is a symbol of love because we hold our loved ones in our
Excellent! Ok, I’d like for you to turn back to your Google groups and start the 3 Chip structure filling in the sentence structures.

**Co-Teaching Strategy**

One teach and one observe

**Differentiation Strategy**

Teacher is also free to provide necessary support to students specifically as they access resources online.

A few students have been provided with Research notes that have sentence starters provided definitions with bolded or highlighted terms. This section of the lesson is not very text or writing heavy and therefore many of the “usual” assistive resources are unnecessary at this point of the lesson beyond what has already been described.

There are two students who are on behavior contracts who will get a teacher visit at the start and end of every group work time to check on their work and behavior. This progress is then marked on their charts. If these students cannot function appropriately in their groups, they can work through the resources and note-taking independently at a classroom computer or in the computer lab.

<table>
<thead>
<tr>
<th><strong>Guided Practice</strong></th>
<th><strong>Teacher Will:</strong></th>
<th><strong>Student Will:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ How will you ensure that all students have multiple opportunities to practice new content and skills?</td>
<td>□ How will students practice all knowledge/skills required of the objective, with your support, such that they continue to internalize the sub-objectives?</td>
<td></td>
</tr>
<tr>
<td>□ What types of questions can you ask students as you are observing them practice?</td>
<td>□ How will students be engaged?</td>
<td></td>
</tr>
<tr>
<td>□ How/when will you check for understanding?</td>
<td>□ How will you elicit student-to-student interaction?</td>
<td></td>
</tr>
<tr>
<td>□ How will you provide guidance to all students as they practice?</td>
<td>□ How are students practicing in ways that align to independent practice?</td>
<td></td>
</tr>
<tr>
<td>□ Is there enough detail in this section so that another person could facilitate this practice?</td>
<td></td>
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<tr>
<td>30 minutes</td>
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</tbody>
</table>

**Part A practice:**

As a group, I’d like for you to fill-in appropriate information about the Statue of Liberty and Ellis Island on the Padlet. Remember to not duplicate any of the information that is already posted on the page and to autograph your work with your group’s name.

(Students will take notes on the Statue of Liberty, then watch videos about Ellis Island and then take notes on Ellis Island. They will be technically moving back and forth between the Instructional Input and the Guided Practice multiple times in this lesson.)

**Part B practice:**

Teacher circulates the room while students go back into their Google groups and start reviewing the padlet sheets.

After 7 minutes, teacher will transition the class to the 3 Chip structure (Each student has 3 chips to participate in the discussion. Students must put a chip into the center of the group after they have made a comment and students can only talk if they are going to put a chip into the center of the group. This helps ensure equal participation from all group members so no one student dominates the conversation and other students aren’t left out. 2 of the chips will be used in order to finish the sentence frames and the third chip will be used to comment on someone else’s statement.)

Students in their google groups start filling information in on the padlet sheets about the Statue of Liberty and Ellis Island. The information is factual and objective in content and comes from the videos or earlier texts read previously in the week.

Students review the work done by the class on the padlet sheets about the Statue of Liberty and Ellis Island.

The students participate in the 3 Chips structure (as described in the left column).
After another 7 minutes, teacher will call the class back together to debrief.

I would love to hear some of the ideas and symbols you all came up with. I’m going to call on a few students within the groups and I’d like for you to either share your idea or the idea of someone in the group using the sentence stems. Please try not to duplicate someone’s idea either of the symbol or the reason why it is that symbol.

Teacher calls on 2 students from each group and they share ideas on the symbolism of the Statue of Liberty and Ellis Island.

Identified students share out their sentence frames from their group, whether it was their idea or someone else’s from the group.

**Co-Teaching Strategy**

One teach and one observe

**Differentiation Strategy**

Some students whose IEPs or learning goals require them to use sentence stems, have Unit Journals where sentence stems and vocabulary has been highlighted. Beyond that students know they can access any previous resource that they took notes on or meet with the teacher at the back U table for extra support.

Google groups have also been organized where students have been given jobs within the groups so no one student is struggling to spell, type or write down ideas without a support person or process.

There are two students who are on behavior contracts who will get a teacher visit at the start and end of every group work time to check on their work and behavior. This progress is then marked on their charts. If these students cannot function appropriately in their groups, they can work through the resources and note-taking independently at a classroom computer or in
You all have done such an excellent job! I’m now going to ask you to bring together all of our ideas and experiences and cement them in one, cohesive journal response. Today you have seen a lot of video and consumed a lot of information about the Statue of Liberty and Ellis Island. I’m now going to ask you to take all of that information and experience and consolidate it into an original, journal entry that answers the questions that are up on the screen.

QUESTIONS:

1) Knowing all that immigrants faced in their home country and in America, do you think it was all worth it for them to immigrate?
2) Describe thoroughly how you think the immigrants felt when they saw the Statue of Liberty? Entered Ellis Island? Why? What evidence do you have to support that?
3) What is the Statue of Liberty? What do you think it symbolizes for Americans? What evidence do you have for that claim?
4) What is Ellis Island? What do you think it symbolizes for Americans? What evidence do you have for that claim?

Students write a journal entry in their SS Unit Journal answering the listed questions.
(Ideal Responses: That they have reflected or discussed answers to all of these questions throughout the course of the lesson. And that 3 of the questions ask for evidence to support their statements.)

Excellent job! What evidence do you think I can cite or use as support for my claims?

(Ideal Response: Any of the texts we’ve read so far, the poem The New Colossus, and any of the videos we watched because they are all informational texts and from reputable sources.)

Co-Teaching Strategy

One teach and one observe

Differentiation Strategy

Some students whose IEPs or learning goals require them to use sentence stems, have Unit Journals where sentence stems and vocabulary has been highlighted. Beyond that students know they can access any previous resource that they took notes on or meet with the teacher at the back U table for extra support.

No other assistive resources have been made for this lesson because all of the content and questions have been previously discussed in a supported environment. Students can access the padlet sheets to assist in completing this assignment.

There are two students who are on behavior contracts who will get a teacher visit at the start and end of every group work time to check on their work and behavior. This progress is then marked on their charts. If these students cannot function appropriately in their groups, they can work through the resources and note-taking independently at a classroom computer or in the computer lab.

Closing/Student Reflection/Real-life connections:

☐ How will students summarize and state the significance of what they learned?
☐ Why will students be engaged?

Great job today everyone! Let’s all gather back together really quickly to cement what we’ve learned today.

Teacher closes out lesson by re-asking a few questions from the journal response but uses the Stand Up Hand Up Pair Up structure. The students mix and mingle to music for a short period of time and at the conclusion of the music need to pair up with an individual nearby and share the answers to the questions that the teacher
is asking.

Questions:

1) What is a symbol? And give an example from today.
2) What is the Statue of Liberty?
3) What does the Statue of Liberty symbolize and why?
4) What is Ellis Island?
5) What does Ellis Island symbolize and why?

The teacher circulates and reports back to the class exemplary responses.