



**Literacy Design
Collaborative**

Danger, Opportunity, and Hope: Immigrants' Stories

★ TASK ★ LADDER

by Justin I. Minkel

Students will consider the experience of immigration from the point of view of children who have immigrated to the U.S., based on a blend of fiction and nonfiction texts. These texts might include immigrants who lived in the past as well as contemporary times. Students compare and contrast the experience of two characters/actual children with a focus on their family's motivation for immigrating, what the immigrants brought with them (both tangible possessions and abstract things), and the personality traits they needed in order to adapt to a new culture and language.

There are multiple options for texts on immigration. The list of texts provided in this module (drawn from gofrontrow.com), all picture books or chapter books written for elementary students, relate to immigration. My recommendation is to select two texts to use as an example for the writing task, but to give students a great deal of choice in terms of the two books they select for their essay. I recommend this element of choice for three reasons:

1. Students can choose texts that most relate to their interests or, for students who are immigrants, to their own lived experiences.
2. Differentiation in terms of matching a text to a child's reading level will support each child's comprehension and enjoyment of the text as well as the essay they write.
3. Choice is motivating and develops critical thinking in itself. The list follows; feel free, of course, to choose books not listed here or articles in magazines like Time For Kids that relate to contemporary immigrants.

I have put an asterisk by books I have used with my class that the students particularly loved.

GRADES

2 - 3

DISCIPLINE

 **Social
Studies**

COURSE

Any

PACING

 **N/A**

Section 1: What Task?

Teaching Task

Task Template 4 - Argumentation

Why do people leave their first home for a new home? What do they take with them—both in terms of objects and abstract things (language, memories, traditions)? What kinds of personality traits does it take to succeed in a new land? After reading multiple fiction and nonfiction texts about the experiences of immigrants to the U.S., write an essay that compares the motivations, belongings (tangible and abstract), and personality traits of two immigrants (from the past and/or modern times) and argues how the experience of these two immigrants is similar and different. Be sure to support your position with evidence from the texts.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.

W.3.1

Focus

Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RI.3.3

Focus

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.9

Focus

Compare and contrast the most important points and key details presented in two texts on the same topic.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

D2.Geo.7.3-5

Focus

Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Texts

 *Marianthe's Story: Painted Words and Spoken Memories by Alikei, 1998.

These two carefully written stories, combined in one book, show the difficulties a child faces when coming to a new land and the unique heritage each one of us has. In Painted Words Mari, starts school knowing no one and unable to speak or understand the language. She expresses herself and her feelings through her art. Finally the day comes when Mari is able to stand before the class with her paintings and tell her story with her new words, "page by painted page." Flip the book over for Spoken Memories as Mari tells her class what her life was like in her native land.

 *My Name Is Yoon by Helen Recorvits, 2003.


This moving story depicts a Korean girl's difficult adjustment to her new life in America. Yoon, or "Shining Wisdom," decides that her name looks much happier written in Korean than in English. Still, she struggles to please her parents by learning an unfamiliar language while surrounded by strangers. Although her teacher encourages her to practice writing "Yoon," the child substitutes other words for her name. Calling herself "CAT," she dreams of hiding in a corner and cuddling with her mother. As "BIRD," she imagines herself flying back to Korea. Finally, she pretends she is "CUPCAKE," an identity that would allow her to gain the acceptance of her classmates. In the end, she comes to accept both her English name and her new American self, recognizing that however it is written, she is still Yoon.

 *How Many Days to America: A Thanksgiving Story by Eve Bunting 1990

A family flees its native country in the Caribbean as refugees in a small boat and lands in America on Thanksgiving.

 When Africa Was Home Karen Lynn Williams 2007

Peter, a white American, is entirely at home in a Malawian village. When he has to go to America with his parents, he feels displaced, and waits patiently until their joyful return to the village, where he is once again at home. Williams evokes Africa as the ultimate playground, a place of warmth, belonging, and freedom. The warmth of that country is contrasted starkly with the cold of winter in America.

 Four Feet, Two Sandals by Karen Lynn Williams and Khadra Mohammed, 2007.

When relief workers bring used clothing to the refugee camp, everyone scrambles to grab whatever they can. Ten-year-old Lina is thrilled when she finds a sandal that fits her foot perfectly, until she sees that another girl has the matching shoe. But soon Lina and Feroza meet and decide that it is better to share the sandals than for each to wear only one. As the girls go about their routines and watch for their names to appear on the list to go to America, the sandals remind them that friendship is what is most important.

 Brothers in Hope: The Story of the Lost Boys of Sudan by Mary Williams.

Williams bases this fictional picture book on the harrowing, real-life experiences of a band of approximately 30,000 southern Sudanese boys, between the ages of 8 and 15, who walked nearly 1000 miles searching for a safe refuge. Eight-year-old Garang Deng, one of the leaders, tells his story and Toman American who is helping in the camp spreads the news about the boys' plight, and when Garang is 21, the U.S. offers the Lost Boys a home. An afterword tells what happened once 3800 of the boys resettled in America.

 Ruby Lu, Empress of Everything by Lenore Look, 2007.

Ruby Lu achieves her life's dream: to be a school "smile buddy." Assigned to help Flying Duck, her deaf cousin from China, acclimate to second grade, Ruby Lu takes her responsibility seriously. Unfortunately,

she shirks her own duties as student, and both she and her cousin are assigned summer school for remedial work. Ruby Lu's feelings about her cousin's arrival from China fluctuate from loving to disliking to accepting. Look's portrayal of how immigration can strain a household is nicely handled, as are Ruby's humorous yet sincere endeavors to communicate with and help her cousin.

 **The Whispering Cloth: A Refugee's Story by Pegi Deitz Shea.**

Mai is a Hmong girl who lives with her grandmother in a Thai refugee camp, where she learns to embroider the pa'ndau, the story cloth that is an important source of income for the refugee women. She tells her story through her stitches.

 **I Hate English by Ellen Levine, 1989.**

Mei Mei, a bright and articulate immigrant from Hong Kong, is having difficulty adjusting to the new language and culture at school in New York City. A sensitive teacher takes Mei Mei under her wing and succeeds in breaking through her fear of losing her identity.

 **Candy Shop by Jan Wahl.**

Daniel, an African-American boy dressed as a cowboy, and his aunt are off to do some shopping, including a visit to his favorite place, the Candy Shop. When they finally get to their destination, they find a crowd gathered and the Taiwanese owner, Miz Chu, in tears. Someone has written hateful words on the sidewalk in front of her shop. Daniel desperately wants to help and so he takes a bucket and brush and scrubs away those "dumb words."

 **"One Green Apple" by Eve Bunting and Ted Lewin**

As a Muslim girl rides in a hay wagon heading to an apple orchard on a class trip, the dupatta on her head setting her apart, she observes that while some of the children seem friendly, others are not. Her father has explained, "...we are not always liked here." Our home country (never named in the story) and our new one have had difficulties. Later, when she puts a green apple into the cider press instead of a ripe red one as her classmates have done, they protest. But the cider from all their apples mixed together is delicious—a metaphor for the benefits of intermingling people who are different.

 **Going Home by Eve Bunting, 1998**

Carlos, his parents, and his sisters visit the family village in Mexico. Mama and Papa are very excited, but the kids don't know what all the fuss is about. If they really love Mexico, what could be the point of leaving for America just for "opportunities"? Carlos later understands that for the love of their children his parents left their beloved home.

 **The Name Jar by Yangsook Choi, 2001**

On the way to her first day of school, Unhei is teased by the children on the bus for her Korean name. When she reaches her classroom and is asked her name, she tells her classmates that she has not yet decided on one. To be helpful the children put their suggestions into a "name jar." Eventually the girl decides to keep her own name as one of her classmates takes pride in the new Korean nickname he has chosen, Chinku, meaning "friend."

 **Nadia's Hands by Karen English, 1999**

Nadia, a Pakistani-American girl, is chosen to be the flower girl at her aunt's wedding. On the day of the ceremony, Auntie Amina applies a henna paste (mehndi) to the girl's hands and then draws intricate patterns on them. Nadia knows that the designs will not wash off by the time she goes back to school on Monday, and she is very concerned about what her classmates will think.

 **The Lotus Seed by Sherry Garland 1993**

A nameless Vietnamese narrator tells of her grandmother who, keeps a lotus seed with her through war, flight, and emigration until one summer a grandson (the narrator's brother) steals it and plants it in a mud pool near the family's American home. Grandmother is inconsolable when the exact spot cannot be found. The following spring, a lotus grows from the mud puddle and in time the elderly woman gives a seed to each of her grandchildren, reserving one for herself. The narrator vows to plant hers one day, give the seeds to her own children, keep the tradition, and share her grandmother's memories.

 **A Day's Work by Eve Bunting, 1994**

Francisco and his abuelo, grandfather, are looking for work as day laborers. Abuelo doesn't speak English, so Francisco joins him as translator. However, Francisco's desire for work leads to a lie, which causes trouble for him and his grandfather. In the end, Francisco learns a powerful lesson. Youngsters will also get a glimpse into the world of modern immigration and labor. The story touches on the difficulties the translating responsibility can pose for families.

 **America Is Her Name by Luis Rodriguez 1998**

Nine-year-old America Soliz is an illegal immigrant of Mexican-Indian heritage living in the violence ravaged Pilsen barrio of Chicago. Feeling unwelcome in her new country, she yearns to return to her native Oaxaca. Then one day, a Puerto Rican poet visits America's ESL class and tells the students that Literature with Immigration Themes "There's poetry in everyone...and poets belong to the whole world." Soon, America begins to express herself through poetry.

 **La Mariposa by Francisco Jimenze, 2000**

Francisco, the son of migrant workers, has difficulty adjusting to a new school because he doesn't speak or understand English and, to make matters worse, the class bully seems to have it in for him.

 **Jorge Is My Name On Both Sides of the River by Jane Medina, 2004**

A collection of 27 insightful poems that illustrate the migrant experience from the point of view of a grade school child from Mexico. Jorge doesn't want to be called George. His struggles to fit in result in a friendship with a boy named Tim; a tentative coming to terms with American society; and some degree of sadness when, upon his grandmother's death, his family must cross the river again.

 **My Name Is Bilal – by Asma Mobin-Udin, 2005**

Bilal and his sister, Ayesha, who are Muslim, start school in a new city. At first Bilal tries to blend in to the largely non-Muslim environment, calling himself Bill and ducking out of sight when two boys try to pull off Ayesha's head scarf. Encouraged by a sympathetic teacher and his own faith, Bilal finds the courage to stand up with his sister the next time the boys tease her.

 **My Freedom Trip by Frances Park and Ginger Park, 1998**

The story of a young girl's escape from North Korea, based on the life of the authors' mother.

 **Leaving Vietnam: The Journey of Tuan Ngo, a Boat Boy – by Sarah Kilborne, 1999**

The story of a boy and his father who endure danger and difficulties when they escape by boat from Vietnam, spend days at sea, and then months in refugee camps before making their way to the United States.

 **Speak English for Us, Marisol by Karen English, 2000**

Marisol is the only member of her family who can speak English, and spends much of her time translating for her relatives and friends who cannot speak English. Ideal for bilingual children living in America. Full-

color illustrations.

 **Peacebound Trains by Haemi Balgassi, 2000**

Sumi's grandmother tells the story of her family's escape from Seoul during the Korean War, while they watch the trains which will eventually bring her mother back from army service.

 **Journey Home by McKay, 1998**

Ten-year-old Mai describes the journey she and her mother make to Vietnam to find her mother's birth parents. They search at the People's Hall of Records in Saigon and visit many orphanages; but it is a kite, Lin's only possession when she was adopted by an American couple, that leads them to her identity.

 **Grandfather Counts by Andrea Cheng, 2003**

When Helen's grandfather, Gong Gong, comes from China to live with her family, he's shocked to find that none of his grandchildren speak Chinese. How will he communicate with them? At first he keeps to himself. Then one day he joins Helen to watch the trains. He starts counting the train cars in Chinese, and she repeats the words. Then Helen says the numbers in English. They continue to teach each other, and Helen even learns her Chinese name, which means "flower."

 **Grandfather's Journey by Allen Say, 1993**

Home becomes elusive in this story about immigration and acculturation, pieced together through old pictures and salvaged family tales. Both the narrator and his grandfather long to return to Japan, but when they do, they feel anonymous and confused: "The funny thing is, the moment I am in one country, I am homesick for the other." Winner of the 1994 Caldecott.

 **Medal Halmoni's Day by Edna Coe Bercaw, 2000**

Jennifer's grandmother is coming to visit just in time for her school's Grandparents' Day. At the airport, Jennifer is nearly as nervous as Halmoni, her Korean grandmother. Jennifer worries that Halmoni, who does not speak English and wears "strange clothes," will embarrass her during the class' Grandparents' Day. To her relief and surprise, Halmoni not only wins a prize as "the grandparent who traveled the farthest to get here," she charms the class with a family story.

 **Going Home, Coming Home by Troung Tran, 2003**

Eight-year-old Ami Chi makes her first trip to Vietnam, her parents' homeland, and stays with her uncle and grandmother. The heat, the small house, and her inability to understand the language make the child long to return home to America-until she visits a market, makes a friend there, and develops a closeness."

 **Faraway Home by Jane Kurtz, 2000**

Desta's grandmother is ill in faraway Ethiopia, and her father must return to his native land to help out. Ashe cuddles his daughter on his lap, he describes the place of his birth. He tells American-born Desta of Ethiopia's beauty, but she hears only the differences-dinners cooked in a fire pit, a night wind that is often "cold as old bones" and that carries with it the howling of hyenas. "Your home is too wild," she tells him. Besides, she worries that he might not come back.

 **The Trip Back Home by Janet Wong, 2000**

The story tells about the excursion of a young American girl and her parent to stay with relatives in Korea. The child participates in daily routines such as heating the house with charcoal placed in a floor tunnel, feeding the pigs, going to the outdoor market, and playing cards-all in a warm, familial setting.

 The Stars in My Geddoh's Sky by Claire Sidhom Matze, 1999

Alex relates what happens when his Geddoh (Arabic for grandfather) comes to the United States for a lengthy stay. Geddoh brings presents, shares knowledge about his Mediterranean homeland with his grandson, and spends happy days with him. All too soon, his visit draws to an end, but Geddoh reminds Alex that they will always share the sparkling canopy of the night sky.

 Dear Juno by Soyung Pak, 1999

A Korean-American boy living in the U.S. and his grandmother, who lives in Korea, communicate through letters that bypass their language barrier.

 Apple Pie, Fourth of July by Janet Wong, 2002

This simply told story explores a child's fears about cultural differences and fitting in. A Chinese-American girl helps her parents open their small neighborhood grocery store. On the Fourth of July her parents just don't understand that customers won't be ordering chow mein and sweet-and-sour pork on this very American holiday. As she spends the day working in the store and watching the local parade, she can't shake her anxiety. When evening arrives along with hungry customers looking "for some Chinese food to go," she is surprised but obviously proud that her parents were right after all.

 My Name Is Maria Isabel by Alma Flor Ada 1993

Maria Isabel Salazar Lopez finds herself dubbed "Mary Lopez" when her family moves and she is placed in a class with two other Marias. Maria Isabel finds it hard to respond to a name that does not seem like hers. Her teacher doesn't understand why it is so difficult for her to answer to "Mary".

 Love as Strong as Ginger by Lenore Look, 1999

When Katie accompanies Gnin Gnin, her grandmother, to the crab cannery, she learns how long and hard Gnin Gnin works as she cracks 200 pounds of crab meat a day and earns "enough for bus fare and a fish for dinner... and someday, maybe enough to help you go to college".

 Coolies by Yin and Soentpiet, 2001

This picture book, cast as a story told by a modern Chinese grandmother, tells of the labor of the thousands of Chinese immigrants who helped build the transcontinental railroad. The boys expect a land of opportunity but discover discrimination from the tyrannical railroad bosses who call them "coolies."

 The Color of Home by Mary Hoffman, 2002

Hassan, a recent immigrant from Somalia, is homesick on his first day of school in America. Though the teacher is nice and the children are friendly, adjusting to a new culture, especially a different language, is a struggle. When the teacher distributes art supplies, Hassan discovers a way to communicate. He paints two pictures-one to share the story of his life in Somalia, and another that depicts his hope for a bright future in his new home.

 Halmoni and the Picnic by Sook Nyul Choi, 1993

Yunmi, a Korean-American third-grader in a N.Y.C. parochial school, worries about her grandmother Halmoni, who's been in the US only two months and is having a hard time with the English language and American customs. When Yunmi's friends invite Halmoni to chaperone a class picnic and Halmoni insists on bringing special Korean food, Yunmi fears her classmates may turn up their noses at the kimbap or make fun of Halmoni's traditional clothing. But thanks to Halmoni's gentle, generous ways and the children's good-natured curiosity, the day is a great success.

 Literature with Immigration Themes Hannah Is My Name by Belle Yang 2004

A girl describes her family's journey from Taiwan to the United States in 1967, explaining that she must give up her Chinese name, Na-Li, and adjust to her unfamiliar American name. Hannah relates how she and her parents try to adapt to a new way of life, observing the strange customs that they encounter and detailing the obstacles that they all must face. The tension is in the threat of deportation as the family waits for green cards that will allow everyone to live freely in the U.S.

 Lights for Gita by Rachna Gilmore, 2000

An immigrant child from India celebrates the Hindu holiday of Divali for the first time in her new home. In the November gloom of her new apartment, Gita longs for her extended family in New Delhi and the warmth she's left behind. She cries when an ice storm knocks out the power in all the buildings on her street; but with her parents and her best friend, she lights the diyas for the festival, and she comes to see that the lights of Divali can beat the darkness outside and the sadness within.

 Waiting for Papá by Rene Colato Lainez, 2004

When the family's home in El Salvador burned down, five-year-old Beto and his mother moved to the United States. Unfortunately, his father could not get a visa and remained behind. Now, three years later, the boy still misses Papá terribly, and although his mother works with an immigration lawyer, she makes no headway. A class project and a resultant radio broadcast finally open the door to the long-awaited reunion.

 I am Rene, the Boy by Rene Colato Lainez, 2005

In El Salvador, René feels confident, brave, and tough. Then he comes to the United States and must cope with a new culture and a new language. Dismayed when he learns that René is a girl's name, he feels better when he finds out that the feminine version is spelled with a double "e." An essay contest at school gives him a chance to put his research to good use and to celebrate both his name and his heritage.

 Benjamin and the Word by Daniel Olivas, 2005

As Benjamin waits for his father to pick him up after school, he is oblivious to the beauty of the cloud floating overhead or to the noise of his schoolmates playing. Only one thing runs through his head—the hurtful word that his friend James called him at recess. His father points out that Benjamin is a wonderful mix of his own Hispanic heritage and the boy's mother's Russian-Jewish background. This insight enables the boy to return to school, confront James, secure an apology, and tell him not to call him names anymore.

 Good-Bye 382 Shin Dang Dong by Frances Park, 2002

An eight-year-old Korean girl moves to America with her parents. The story begins with Jangmi's last day at home—on the eve of monsoon season, filled with reluctant goodbyes—and her first day in her new country. It contrasts the landscapes and customs of the two cultures and shows the common anxieties of a child moving to a new place, from worries about making friends to the strangeness of new surroundings.

 The Silence in the Mountains by Liz Rosenberg 1999


Iskander and his family leave their beautiful mountain home when war erupts. Coming to America, they eventually settle on a prosperous farm where everyone adapts except for Iskander, who misses the silence of the mountains. Though all of the adults try to help him adjust, only his grandfather understands the nature of his homesickness and is able to show him what this new land has to offer.

 The History of Mexican Immigration

Mexican Americans (2003)—Moreno, Barry

 Immigration Nation

Scholastic News -- Edition 4 (5/8/2006)—

 Personal Immigration Stories

Mexican Americans (2003)—Moreno, Barry

 The Immigrant Image

American History (Oct2006)—

 The new immigrants

Junior Scholastic (09/21/98)—Marcus, Naomi

 The Gold Rush


Monkeyshines on America (Feb1998 California, Part 2)—

 WHERE IN THE WORLD DID WE COME FROM?

Appleseeds (Apr2006)—Kowalski, Kathiann M.

 Growing Up on Ellis Island

Appleseeds (Sep2001)—Slepkow, Margaret Macalister

 Settling In Five Young Immigrants Speak Out

Kayak: Canada's History Magazine for Kids (Sep/Oct2008)—

 Sticks and Stones

Appleseeds (Feb2005)—Sapet, Kerrily

 The best thing about moving to a new country is ...

Faces (07491387) (Sep2010)—

 The Lost Boys Look for Home

Junior Scholastic (01/08/2001)—McCollum, Sean

 Hope and memory

Faces (07491387) (Apr99)—Braff, Lea C.

 A NEW WORLD

Scholastic News -- Senior Edition (9/29/2003)—Murcia, Rebecca Thatcher

 Africa's agony

New Scientist (7/24/2004)—Black, CraigHollaway, John

Student Work Rubric - Opinion Task - Grade 3

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Opinion	Response is off-topic or opinion is unclear.	Introduces the topic and a clear opinion, with an inconsistent focus on the opinion.	Introduces the topic and a clear opinion, maintaining a focus on the opinion	Introduces the topic and a clear opinion, maintaining a consistent focus on the opinion.
Use of Sources	Includes no details from sources related to the topic or prompt.	Includes few details from sources related to the topic or prompt.	Includes details from sources related to the topic and prompt.	Includes well-chosen details from sources related to the topic and prompt.
Development	Repeats opinion with no reasons.	Includes minimal reasons related to the opinion, or not all reasons are relevant or supportive .	Includes relevant reasons that support the opinion.	Explains relevant reasons and details that support the opinion.
Organization	Sentences are out of logical order or lack an evident structure.	Sequences sentences to state an opinion, supply reasons for the opinion, and provide a concluding statement. Uses simple linking words/phrases (e.g., because, and, also) to connect opinion and reasons.	Sequences sentences to introduce the topic , state an opinion, supply reasons for the opinion, and provide a concluding statement or section. Uses linking words/phrases (e.g., because, therefore , since , for example) to connect opinion and reasons.	Sequences sentences and organizes writing in paragraphs or sections that introduce the topic, state an opinion, supply reasons for the opinion, and provide a concluding statement or section. Consistently uses linking words/phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
Conventions (general)	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level. Minor errors , while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors . Attempts to use untaught conventions, appropriate to grade level.
Conventions (Grade 3 examples)	Uses simplistic word choice (e.g., plural and grade-level words) with some errors Uses capital letters inconsistently Uses commas, apostrophes rarely	Uses simple sentences and simple word choice (e.g., plural and grade-level words) Capitalizes first word in a sentence, "I," and some proper nouns consistently Uses commas, apostrophes, possessive nouns and contractions inconsistently	Uses simple and compound sentences with some errors Uses grade-level appropriate vocabulary words Capitalizes proper nouns, titles and sentences appropriately Uses commas, apostrophes, possessive nouns, and contractions	Uses simple and compound sentences Uses grade-level and above-grade-level vocabulary words to enhance writing Uses capital letters and apostrophes, possessive nouns, contractions consistently Attempts to use quotations or plural possessive
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

The United States has always been a nation of immigrants. Throughout its history, the U.S. has experienced waves of immigration for various reasons. In the 1700's, 100,000 people from Ireland immigrated to the US; more recently, the U.S. (including Arkansas) has experienced large numbers of immigrants from Mexico. People immigrate for many reasons, including the hope of better jobs, better schools, and freedom from violence in the countries they came from. In this unit, you will be writing an essay that "zooms in" on two individual kids who immigrate to the U.S. with their families. You will be comparing what's the same about the two kids and what's different about them, thinking about things like the reason they came to the US and what they brought with them from their home country--not just objects like toys and clothes, but things you can't see like language, hopes, fears, and memories.

Extension

Our school (Jones Elementary) welcomes many students every year who have moved from other countries like Mexico, El Salvador, and the Marshall Islands. We are going to create a welcome handbook for them that includes things you think it will be important for them to know about Jones, Springdale, Arkansas, and the United States. Our goal is to teach these students information that will help them be happy in their new school and new country, but we'll also learn from them. You will think of questions you want to ask these new students about their home country, culture, and language. This welcome handbook might be a regular book, a brochure, a video, a PowerPoint, a play, or something else.

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.


Section 3: What Instruction?


PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
45 mins	TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns	LIST First, do a think-pair-share with a partner about the following prompt: "Why do people leave their first home for a new home?" In a quick write, write your first reaction to the prompt. Add some notes of things you know about this issue. <ul style="list-style-type: none"> Teacher Note: <i>For students who have not had the experience of immigrating to a new country, you might encourage them to focus on a time they moved from one house to another. For students who have never moved, have them talk/write about a time they went on a trip. Students can then share what they wrote with a partner before having a few students share.</i> 	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Students have listed at least 3 ideas/experiences that answer the question. 	<ul style="list-style-type: none"> Remind students of positive listening behaviors (i.e. eyes on the person talking, mind thinking about what they say.) Link this task to students' prior experiences. Discuss student responses, encouraging students to ask one another questions. On subsequent days, carry out this same sequence with the 2nd and 3rd prompts related to the writing task: <ul style="list-style-type: none"> 2nd Day: "What do immigrants take with them—both in terms of objects and abstract things (language, memories, traditions)?" 3rd Day: "What kinds of personality traits does it take to succeed in a new land?" <p>Teacher Notes:</p> <ul style="list-style-type: none"> For the 2nd prompt, a great way to introduce the concept is to have each student bring a backpack or suitcase from home filled with what they would bring if they were going on a long journey. You can point out that many immigrants can carry only a few belongings--i.e. in the past, Irish immigrants taking a ship to the U.S. with limited room on the ship, and more recently, Syrian immigrants fleeing on foot into Turkey. After students share the objects they chose to put into their backpacks/suitcases and the reasoning behind their choices, you can ask them to go from the concrete to the abstract by thinking about what abstract things they would have with them in their minds and hearts: memories, their language, their abilities, traditions, emotions, beliefs. For the 3rd prompt, select texts with a clear connection between a character's actions and the personality traits involved--i.e. sharing/generosity, or standing up to a bully/courage. <p>Pacing: 2 minute "think-pair-share," 8 minutes of writing time, 5 minutes to share.</p>
1 hr and 15 mins	TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	SHORT CONSTRUCTED RESPONSE "Today we will work as a class and in pairs to write a 'summary in a sentence' that is a shorter version of the essay you will write at the end of this unit. First I will do an example with	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Students have created a "summary in a sentence" written in their own words that is a brief outline of the type of essay 	<p>Strategies:</p> <ul style="list-style-type: none"> First model the process students will go through today by doing "think alouds" as you read the first two texts, focusing in the 2nd text on a similarity and a difference you note between the two characters; then have students suggest a 2nd similarity and difference; and finally have students do a think-pair-share on a 3rd similarity and difference.

		<p>your help, reading two texts about immigrants, and then you will work with a partner to do your own example with two different texts."</p>	<p>they will write, in the format below, with each example drawn from the text.</p> <ul style="list-style-type: none"> To ensure that students draw their examples from the text, you may want to have them stick Post-Its with three "S"s and three "D"s for "similarities" and "differences" in the texts they are using, where they found each similarity/difference. ____ (character from 1st text) and ____ (character from 2nd text) are the same because _____, _____, and _____. ____ (character from 1st text) and ____ (character from 2nd text) are different because _____, _____, and _____. 	<ul style="list-style-type: none"> Complete the "summary in a sentence" described above, then have students work in pairs to read two texts on their own and complete their own summary in a sentence. <p>*Teacher's note: the 3 similarities and differences should relate to the 3 elements of the question about people who immigrate: motivation, what they bring with them (tangible or abstract), and their personality traits.</p> <p>Pacing: 75 minutes</p>
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Reading Process


50 mins	<p>ACTIVE READING:</p> <p>Ability to identify the central point and main supporting elements of a text.</p>	<p>LIST</p> <p>"As you read (text 1), you will record 3 text-to-self connections on the chart. Write a sentence from the text, then write a connection to yourself: Did you ever do, think, or feel something like what (character 1) does, thinks, and feels in the text? You will also write 1 text-to-text connection: Can you think of a book you have read where a character does, thinks, or feels something like what (character 1) does, thinks, or feels?"</p> <p>(Teacher's Note: Use the chart titled <i>Immigration Recording Sheet 1</i>.)</p>	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> Writes connections with a clear link to sentences from the text. 	<p>Lead students through the stages of the Gradual Release of Responsibility model:</p> <ul style="list-style-type: none"> At the rug or other class meeting place, do a think-aloud as you read the first part of the text (ideally enlarged on a document camera or other tool) where you model making both a text-to-self and a text-to-text connection. After you read aloud the next section, have students do a think-pair-share on their own connections, then record both a text-to-self and text-to-text connection on the chart. Read the next section, then have students work in pairs to record their first connection. Finally have students go to their desks to finish reading the text and write their last 3 connections. Circle around as students work, pulling individuals or a small group who are having difficulty with recording relevant connections in order to guide them. You may also want to put a star by connections you would like for students to share in the whole-group discussion. When most students have completed their chart, gather the group at the rug to have students first share their chart with a partner, then share whole-class. In the discussion, make sure the connections shared have a clear link to the text. Also, encourage perspective-taking, asking
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				<p>questions that relate to how they would feel/think/act if in a similar situation to the child in the article.</p> <ul style="list-style-type: none"> As a preview for historical texts students may encounter, ask them to do a think-pair-share-write on the back of their chart about this question: How do you think immigrating to the U.S. 100 years ago was the same or different for people who immigrate now? <p>Pacing: 50 minutes</p>
	<p>Additional Attachments:</p> <p> Immigration Recording Sheet 1</p>			
Not provided	<p>ESSENTIAL VOCABULARY:</p> <p>Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.</p>	<p>LIST</p> <p>In your notebook, list 3 words you don't know that seem important to the text.</p>	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> Lists 3 unknown words. 	<ul style="list-style-type: none"> When you gather students at the rug or other meeting area and finish the previous discussion of connections, have a few students share unknown words. Model strategies for unfamiliar words such as using visual cues from the text, covering the word with your finger when you read the sentence to think about possible meanings, and "chunking" the word for roots or affixes the students may know.
1 hr	<p>NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.</p>	<p>NOTES</p> <p>"As you read today, you will record 3 important facts or ideas from the text in your own words. The facts should relate to one of three topics: why people immigrate, what they bring with them, and personality traits that are important for immigrants to adapt to a new language and culture. You will also write your thinking about each facts/idea you record--these might be text-to-self or text-to-text connections as we practiced with the chart, they could be thoughts or opinions you have about what you read, or they could be questions you have."</p>	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> Notes are accurate paraphrasing of facts/ideas in the text, Notes relate to one of the three sub-topics (motivation, what immigrants bring with them, and personality traits) and that sub-topic is circled on the chart. There is a clear connection between the fact/idea recorded and the student's response to it (a connection, thought, or question.) 	<p>Lead students through the stages of the Gradual Release of Responsibility model:</p> <p>At the rug or other class meeting place, do a think-aloud as you read the first part of the text (ideally enlarged on a document camera or other tool) where you model two skills:</p> <ol style="list-style-type: none"> recording facts/ideas in your own words writing a response to each fact/idea such as a connection, thought, or question. <p>(Teacher's note: Questions should relate to the content, not confusion about vocabulary or phrases.)</p> <ul style="list-style-type: none"> After you read aloud the next section, have students do a think-pair-share where they paraphrase a fact/idea from the text and share a response to it. Read the next section, then have students work in pairs to record their first note and response. Finally have students go to their desks to finish reading the text and write their last 2 notes and responses. Circle around as students work, pulling individuals or a small group who are having difficulty with recording relevant notes and responses in order to guide them. You may also want to put a star by notes/responses you would like for students to share in the whole-group discussion. When most students have completed their notes and responses, gather the group at the rug to have students first share one note/response with a partner, then share whole-class. In the discussion,

				make sure the notes are written in their own words and that responses have a clear connection to the note from the text. Also, encourage perspective-taking, asking questions that relate to how they would feel/think/act if in a similar situation to the immigrants in the article.
Pacing: 60 minutes				
Transition to Writing				
40 mins	BRIDGING: Ability to begin linking reading results to writing task.	NOTES Use the chart to write about what you know now about the following: <ol style="list-style-type: none">1. Why some immigrants choose to leave their home for a new country2. What some immigrants bring with them (both tangible--things you can touch--and abstract--things you can't touch)3. Some personality traits that help immigrants adapt and succeed in a new country (and town, school, language, etc.) (*Teacher's Note: Use 3rd Immigration sheet for students to record what they know.)	Student meets expectations if he/she does the following: <ul style="list-style-type: none">• Students come up with at least 2 bullets for each of the three topics, drawn from texts they have read or you have read to the class.	<ul style="list-style-type: none">• First, have students do a think-pair-share about each of the 3 elements of the prompt, thinking back to books they have read alone, with a partner, or whole-class over the previous days.• During the quick-write, circle and put a star by bullets you would like for students to share.• After the quick-write, have students share with a partner or small group before beginning a whole-class discussion based on their writing. Teacher's Note: You may want to bring up some complex questions during the discussion, such as the following: <ul style="list-style-type: none">• "What should the U.S.'s policy toward new immigrants to the U.S. be? Should people who come here have to have documents saying they are allowed to come? Why or why not?"or• "Would you move to another country if you knew you would have a better school or a better job? Why or why not? What good things might happen to you if you did? What would you be giving up?" Pacing: 40 minutes
Additional Attachments:				
 3rd Immigration Sheet				
Writing Process				
20 mins	CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.	SHORT CONSTRUCTED RESPONSE Write an introduction paragraph that tells what two texts you read and tells the reader about the main character in each--what country they're each from, what language they speak, how old they are, etc.	Student meets expectations if he/she does the following: <ul style="list-style-type: none">• Writes a paragraph that introduces both texts and the character in each text	<ul style="list-style-type: none">• First, model a paragraph based on two texts the students will not have used, with input from the class.• Next, have students do a think-pair-share about what they will write.• Have the students write the opening paragraph, circling to guide them as needed and to select a few paragraphs for students to share. Pacing: 20 minutes
55 mins	PLANNING: Ability to develop a line of thought and text structure appropriate to	OUTLINE Complete a venn diagram based on your notes and reading that	Student meets expectations if he/she does the following:	Complete the stages of the Gradual Release of Responsibility model: <ul style="list-style-type: none">• Complete a sample venn diagram through a

	<p>an information/explanation task.</p>	<p>will become 2 paragraphs to follow the introductory paragraph you wrote in the last lesson:</p> <ol style="list-style-type: none"> 1. How the 2 children are similar, with evidence from the texts you have read and notes you have taken. (Middle of the venn diagram) 2. How the 2 children are different, with evidence from the texts you have read and notes you have taken. (The other 2 parts of the venn diagram) <p>The notes you write should connect to our 3 sub-topics: why the children's families immigrated, what they brought with them, and their personality traits that helped them adapt to a new land, culture, and language.</p>	<ul style="list-style-type: none"> • Completes a venn diagram with at least 3 similarities in the middle and 3 differences for EACH child related to the 3 sub-topics • Uses evidence from texts read earlier. 	<p>combination of "think-alouds" and input from the class (10 minutes)</p> <ul style="list-style-type: none"> • Have students do a think-pair-share about one of the 3+ notes they will write about how the children they chose are similar and how they are different. (5 minutes) • Circle while students work to provide guidance and choose examples for the sharing time (30 minutes) • Select students to share and to ask each other questions (10 minutes) <p>Pacing: 55 minutes</p>
Additional Attachments:				
1 hr and 15 mins	<p>DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>LONG CONSTRUCTED RESPONSE</p> <p>Write an initial draft complete with introductory paragraph, a paragraph on how the two children are different, and a paragraph on how they are the same, using your notes from the texts you have read.</p>	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> • Provides complete draft with all parts. • Supports all 3 paragraphs with evidence from the text. 	<p>Complete the stages of the Gradual Release of Responsibility model:</p> <ul style="list-style-type: none"> • Model how to turn your venn diagram and other notes into a 3-paragraph essay through a combination of "think-alouds" and input from the class (15 minutes) • Have students work in pairs to begin the paragraph about how the two children are similar. (10 minutes) • Circle while students complete the essay to provide guidance and choose examples for the sharing time (35 minutes) • Select students to share their drafts and to ask each other questions (15 minutes) <p>Teacher's Note: Encourage students to re-read prompt partway through writing, to check that they are on track.</p> <p>Pacing: 75 minutes</p>
1 hr and 15 mins	<p>REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to</p>	<p>LONG CONSTRUCTED RESPONSE</p> <p>Refine essay's organization of ideas/points. Use</p>	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> • Provides complete 	<p>Complete the stages of the Gradual Release of Responsibility model:</p> <ul style="list-style-type: none"> • Model the process of revision with a think-aloud as well as feedback from the class on a sample draft

	audience and purpose.	examples from the text carefully. Decide what to include and what not to include.	<p>draft with all 3 paragraphs</p> <ul style="list-style-type: none"> ● All 3 paragraphs have 3+ examples from the texts the student read ● Improves earlier edition from a combination of child's own reflection, guidance from the teacher, and feedback from peer readers 	<p>of the essay--your own or a student's(15 minutes)</p> <ul style="list-style-type: none"> ● Have students do a think-pair-share on another piece of feedback they would give the writer of the example essay (5 minutes) ● Pair students to help give each other structured feedback with sentence stems like, "I like how you _____," "I'm confused about _____", and "I think you should _____ because _____." Emphasize the importance of being respectful and kind as a partner and focusing on the content of what the child wrote (as opposed to misspellings, handwriting, and so on.) (20 minutes) ● Have students work independently to choose which suggestions to accept and to make additional changes they think will improve their piece (25 minutes) ● Circle while students work to provide guidance and choose examples of improved pieces for the sharing time ● Select students to share their improved drafts and to ask each other questions (10 minutes) <p>Pacing: 75 minutes</p>
Not provided	EDITING: Ability to proofread and format a piece to make it more effective.	LONG CONSTRUCTED RESPONSE Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> ● Provides draft free from distracting surface errors. ● Uses format that supports purpose. 	<ul style="list-style-type: none"> ● Briefly review selected skills that many students need to improve. ● Teach a short list of proofreading marks. ● Assign students to proofread each other's texts a second time.
Not provided	COMPLETION: Ability to submit final piece that meets expectations.	LONG CONSTRUCTED RESPONSE Turn in your complete set of drafts and notes, plus the final version of your piece	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> ● Fits the "Meets Expectations" category in the rubric for the teaching task. <p>(Teacher's Note: You will need to adapt the rubric into simpler language for the younger students you teach; this rubric was developed for older students.)</p>	<ul style="list-style-type: none"> ● Further revision, proofreading, and conversations about what students learned can best take place through small groups or 1-on-1, rather than whole-class, during conference times you have built into structures like Writers' Workshop, Readers' Workshop, or Guided Reading. ● Make sure you showcase students' final work. ● Students can type and illustrate their final essays by hand or digitally, you can compile the essays into a book you photocopy and send home with each child, students can condense their points into bullets paired with images in PowerPoint or a similar program, or you can try an "out of the box" presentation--for example, students could pretend to be one of the children they read about while a partner pretends to be the other child, dressing up and answering questions from the class as if they were those children. ● The point of the reading, writing, and conversations students have done is not just to write an essay; it's to understand the world and the experience of fellow American children who have immigrated from other countries. ● Be sure your class discussions involve meaningful questions and an open format that allows your class to discuss the deep questions raised by the

			<p>readings and their own experiences about hopes, fears, identity, and culture.</p> <ul style="list-style-type: none">● The Asia Society's ELA/Global Competence Matrix is a great guide to the "big picture." This module primarily addresses 3 of the 4 domains in that matrix: Investigate the World, Recognize Perspectives, and Communicate Ideas. The extension provides a way to address a 4th domain: Take Action.<ul style="list-style-type: none">○ View the matrix here: http://asiasociety.org/node/20784 <p>Pacing: 1 week</p>
<p>Additional Attachments:</p> <p> Asia Society's ELA/Global Competence Matrix</p>			

Instructional Resources

Student Handout

 [Immigration Recording Sheet 2](#)

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

 **Immigration Recording Sheet 2 : <https://s ldc.org/u/1p7jtybd1m9qcl9rhq4ue8avc>**