



**Literacy Design  
Collaborative**

# Were Immigrants Welcome in the United States?

★ TASK ★ LADDER

by Vivian Masket

This module is a case study situated at the end of the high school United States history course's second unit: Industrialization and Immigration. Prior to beginning this module, students should have already studied industrialization and been introduced to immigration. With a narrow focus on attitudes towards immigrants and immigration, this module supports students in digging deeply into Colorado Academic Standards (CAS) High School History Grade Level Expectations (GLEs) 1 and 2, which ask students to "use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence" (GLE 1) and to examine "the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time" (GLE 2). In addition to a focus on the Colorado Academic Standards, this module focuses on the following priority standards from the Common Core State Standards:

- RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- WHST.9-10.1: Write arguments focused on discipline-specific content.
- SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Students will look at multiple primary and secondary sources in order to develop a position on the extent to which immigrants were welcome in the United States during the late 1800s and early 1900s. The primary and secondary sources—both texts and visuals—will support students in understanding attitudes towards immigrants and immigration from Europe, Asia, and North America.

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Students will engage with the module's primary and secondary sources in multiple ways, through mini-tasks. Students will work to comprehend each source, supported by instructional strategies and tools intentionally matched to each particular source in order to best assist students in understanding and analyzing that source. As part of their close reading of each source, students will take a look at each source through the lens of the teaching task, identifying evidence to support responses across a spectrum from "immigrants were welcome" to "immigrants were not welcome." Students will be supported in citing textual evidence through practice with quoting, paraphrasing, and summarizing. After students have completed their work with the texts, they will transition to writing and then will draft, peer edit, and finalize their individual responses to the teaching task.

Standards-based skills shape the instructional ladder within this module. Where noted in the skills list, the skills have been drawn from the Colorado Academic Standards. Where no notation has been made, the skill has been drawn from the Common Core State Standards.

Within the scoring guide for each mini-task, we have detailed student products that can be monitored; the product suggested for formative assessment has been bolded.

Considerations

- Plan grouping carefully throughout the course of the module, considering ELL language levels and the needs of all students.
- Consider assigning students to two different groups for the duration of this module: a reading group and a writing group. Students should work with their reading group on the first read (or reads) of a text, but should work with their writing group to complete the Stoplight Highlighting final read for each text and then again during the peer editing process.
- Consider where appropriate assigning part or all of a mini-task (mini-tasks or portions of mini-tasks designed to be completed independently) for homework.

Note: While the module does help students meet additional standards, the priority standards below provided the central focus throughout the module. When appropriate, the additional Common Core Standards are within each lesson.

GRADES

10

DISCIPLINE

 **Social  
Studies**

COURSE

 **United  
States  
History**

PACING

 **N/A**

# Section 1: What Task?

## Teaching Task

### Task Template A4 - Argumentation

After reading primary and secondary texts on attitudes towards immigrants and immigration during the late 1800s and early 1900s, write an essay in which you argue the extent to which immigrants were welcome in the United States. Support your position with evidence from the text/s. Be sure to acknowledge competing views.

## Standards

### Colorado Academic Standards for Social Studies

#### 1.1.

Focus

Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence

#### 1.2.

Focus

United States history (Reconstruction to the present):

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

#### RH.9-10.1

Focus

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

#### WHST.9-10.1

Focus

Write arguments focused on discipline-specific content.

#### SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Texts

### Were Immigrants Welcome? Political Cartoons

 History Alive! Pursuing American Ideals, Chapter 15, Section 4, "Responses to New European

Immigrants"

<p>Text available in hard copy or via digital subscription at [www.teachtc.com](http://www.teachtc.com).</p>

 **New York Times: "Landed on Ellis Island: New Immigration Buildings Opened Yesterday"**

 History Alive! Pursuing American Ideals, Chapter 15, Section 5, "Immigration from Asia"

<p>Text available in hard copy or via digital subscription at [www.teachtc.com](http://www.teachtc.com).</p>

 **Harper's Weekly: "The Chinese Panic" (Excerpts)**

 History Alive! Pursuing American Ideals, Chapter 15, Section 6, "Immigration from North and South"

<p>Text available in hard copy or via digital subscription at [www.teachtc.com](http://www.teachtc.com).</p>

 **New York Times: "Bonjour, America!"**

## Student Work Rubric - Argumentation Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Controlling Idea</b>	Makes a general claim with an unclear focus.	Establishes a <b>clear</b> claim that <b>addresses the prompt</b> , with an <b>uneven focus</b> .	Establishes <b>and maintains</b> a <b>clear, specific, and credible</b> claim that addresses <b>all aspects</b> of the prompt.	Establishes and maintains a <b>precise, substantive</b> claim that addresses all aspects of the prompt. <b>Acknowledges limitations and/or the complexity of the issue or topic</b> .
<b>Selection &amp; Citation of Evidence</b>	Includes minimal details from sources. Sources are used without citation.	Includes <b>details, examples, and/or quotations</b> from sources that are <b>relevant to the claim</b> . <b>Inconsistently</b> cites sources.	Includes details, examples, and/or quotations from sources that <b>support</b> the claim and <b>supporting ideas</b> . <b>Consistently</b> cites sources with <b>minor formatting errors</b> .	Includes <b>well-chosen</b> details, examples, and/or quotations from sources that <b>fully support</b> the claim and supporting ideas. <b>Consistently</b> cites sources using <b>appropriate format</b> .
<b>Development / Explanation of Sources</b>	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material <b>to support the argument</b> , with <b>some incomplete reasoning or explanations</b> .	<b>Accurately</b> explains ideas and source material and <b>how they support</b> the argument.	<b>Thoroughly</b> and accurately explains ideas and source material, <b>using logical reasoning to support and develop</b> the argument.
<b>Organization</b>	Lacks an evident structure. Makes unclear connections among claims, reasons, and/or evidence.	<b>Groups ideas and uses transitions</b> to develop the argument, with <b>some lapses in coherence or organization</b> .	<b>Groups and sequences</b> ideas to <b>develop a cohesive argument</b> . Uses transitions to <b>clarify the relationships among claim(s), reasons, and evidence</b> .	Groups and sequences ideas <b>in a logical progression in which ideas build to create a unified whole</b> . Uses <b>varied</b> transitions to clarify the <b>precise</b> relationships among claim(s), reasons, and evidence.
<b>Conventions</b>	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions <b>sometimes interfere</b> with the clarity of the writing. Uses language and tone that are <b>sometimes inappropriate</b> for the audience and purpose.	<b>Consistently applies</b> standard English conventions; <b>minor errors</b> , while noticeable, <b>do not interfere</b> with the clarity of the writing. Uses language and tone <b>appropriate to the audience and purpose</b> .	Consistently applies standard English conventions, <b>with few errors</b> . Demonstrates <b>varied syntax</b> and <b>precise word choice</b> . <b>Consistently</b> uses language and tone appropriate to the audience and purpose.
<b>Content Understanding (Generic)</b>	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***

During the course of this LDC module, you will examine attitudes towards immigrants and immigration in the late 1800s and early 1900s in order to determine the extent to which immigrants were welcome in the United States during this time period. You will examine responses to immigration by reading and discussing primary and secondary sources representing a variety of perspectives. Once you have completed your reading and discussions, you will write to the following prompt:

To what extent were immigrants welcome in the United States? Support your position with evidence from the text/s. Be sure to acknowledge competing views.

## ***Extension***

Provide students with texts about modern-day immigration (or have students research modern-day immigration). Have students examine how (or whether) attitudes toward immigrants and immigration have shifted over time.

## *Section 2: What Skills?*

### ***Preparing for the Task***

**BRIDGING CONVERSATION > TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

**TASK ANALYSIS > UNDERSTAND AND EXPLAIN THE TASK PROMPT:** Ability to understand and explain the task prompt.

**RUBRIC ANALYSIS > RUBRIC SELF-REFLECTION:** Ability to identify strengths and areas for growth in argumentative writing.

### ***Reading Process***

**ACTIVE READING > DEVELOPING INTERPRETATIONS:** Ability to use the historical method of inquiry to evaluate primary and secondary sources and to develop interpretations defended by evidence. (SS09-GR.HS-S.1-GLE.1)

**PRE-READING > USING CONTEXT AS A CLUE:** Ability to use context as a clue to the meaning of a word or phrase, including vocabulary describing political, social, or economic aspects of history/social science.

**ACTIVE READING > DETERMINING CENTRAL IDEAS:** Ability to determine the central ideas or information of a primary or secondary source, providing an accurate summary of how key events or ideas develop over the course of the text.

**POST-READING > CITING TEXTUAL EVIDENCE:** Ability to draw evidence from informational texts to support analysis.

**ACTIVE READING > ANALYZING WORD CHOICE:** Ability to analyze the cumulative impact of specific word choices on meaning and tone.

**POST-READING > CITING TEXTUAL EVIDENCE:** Ability to draw evidence from informational texts to support analysis.

**ACTIVE READING > DEVELOPING INTERPRETATIONS:** Ability to use the historical method of inquiry to evaluate primary and secondary sources and to develop interpretations defended by evidence. (SS09-GR.HS-S.1-GLE.1)

**POST-READING > CITING TEXTUAL EVIDENCE:** Ability to draw evidence, by paraphrasing information, from texts to support analysis.

**ACTIVE READING > ESSENTIAL VOCABULARY:** Ability to determine or clarify the meaning of unknown words and phrases, choosing flexibly from a range of strategies.

**POST-READING > DETERMINING CENTRAL IDEAS:** Ability to determine the central ideas of a primary or secondary source.

**POST-READING > CITING TEXTUAL EVIDENCE:** Ability to draw evidence from informational texts to support analysis.

**ACTIVE READING > COMPARING AND CONTRASTING:** Ability to compare and contrast information in order to support analysis.

**POST-READING > CITING TEXTUAL EVIDENCE:** Ability to draw evidence from informational texts to support analysis.

**ACTIVE READING > COMPARING AND CONTRASTING:** Ability to compare and contrast continuity

and change over time. (SS09-GR.HS-S.1-GLE.2)

**POST READING > EXPRESSING AND BUILDING ON OTHERS' IDEAS:** Ability to express your own ideas clearly and persuasively and build on others' ideas.

**POST-READING > CITING TEXTUAL EVIDENCE:** Ability to draw evidence from informational texts to support analysis.

## ***Transition to Writing***

**BRIDGING CONVERSATION > EVALUATING EVIDENCE:** Ability to develop interpretations defended by evidence. (SS09-GR.HS-S.1-GLE.1)

## ***Writing Process***

**PLANNING THE WRITING > INTRODUCTORY PARAGRAPH:** Ability to develop and strengthen the writing of the claim and introductory paragraph by planning.

**PLANNING THE WRITING > BODY PARAGRAPHS:** Ability to develop and strengthen the writing of the body paragraphs by planning.

**PLANNING THE WRITING > COMPETING VIEW PARAGRAPH:** Ability to develop and strengthen the writing of the competing view paragraph by planning.

**PLANNING THE WRITING > CONCLUDING PARAGRAPH:** Ability to develop and strengthen the writing of the concluding paragraph by planning.

**DEVELOPMENT > DRAFTING THE ESSAY:** Ability to introduce and develop claims and counterclaims, supplying data and evidence for each, and creating an organization that establishes clear relationships among the claims, counterclaims, reasons, and evidence.

**REVISION, EDITING, AND COMPLETION > PEER REVIEW WORKSHOP:** Ability to develop and strengthen writing by revising.

**REVISION, EDITING, AND COMPLETION > FINAL DRAFT:** Ability to develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach.

## Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<b>Preparing for the Task</b>				
25 mins	<b>BRIDGING CONVERSATION &gt; TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	<b>STOPLIGHT RESPONSE</b> SWBAT analyze, in writing, the extent to which immigrants are welcome in the United States today, using cause-and-effect words and phrases (because, since, due to, as a result of, etc.).	Meets expectations if student: <ul style="list-style-type: none"> <li>Participated in pair/trio source rotation conversation</li> <li><b>Completed Stoplight Response, demonstrating use of evidence</b></li> <li>Participated in "Fold the line" partner conversation</li> </ul>	<p>Place political cartoons, graphs, quotes, etc., regarding current immigration issues around the room.</p> <p>Assign students to pairs or trios and provide each student with a Stoplight Notecatcher. Station each pair or trio at one of the visuals or quotes and allow them 2–3 minutes to discuss whether the source says that immigrants are welcome, somewhat welcome, or not welcome. Have students record their evidence in the appropriate spot on their Stoplight Notecatcher.</p> <p>Have pairs/trios rotate around the room, repeating the discussion at multiple sources. Students do not need to rotate through all of the sources, just a sampling of them. Allow approximately 10 minutes for them to rotate through three to five stations. You may wish to place sources around the room so that students will encounter a variety of perspectives, source types, etc., as they circulate. Depending upon the size of your class, you may need to duplicate some of the stations.</p> <p>Once students complete their rotations, have them return to their seats and take 3–5 minutes to complete the stoplight response half-sheet.</p> <p><b>Fold the Line:</b>            Have students stand on a spectrum from "welcome" to "not welcome" according to the response.</p> <p>"Fold" the line and have students talk with their partner about their response. (See Teacher Resource: Line-Ups, and, in particular, the sections about Value Line-Ups and Folded Value Line-Ups.)</p> <p>Call on a handful of students to share their or their partner's response with the class. Ask:            How did the sources your perspective? Did looking at different sources lead to different conclusions? Why/why not?</p> <p>Have students return to their seats and connect this conversation to the teaching task: They will be responding to this same question, looking not from a current perspective but from a historical perspective.</p>
Standards:  <b>1.2.</b> : United States history (Reconstruction to the present): <b>1.1.</b> : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret				

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data, and develop interpretations defended by evidence

**RH.9-10.9** : Compare and contrast treatments of the same topic in several primary and secondary sources.

**WHST.9-10.9** : Draw evidence from informational texts to support analysis, reflection, and research.

**RH.9-10.1** : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**SL.9-10.1** : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Additional Attachments:

### Line-Ups

🔗 **Task Engagement Resource Packet**

🔗 **Stoplight Notecatcher**

🔗 **Stoplight Response Half-Sheet**

20 mins

### BRIDGING CONVERSATION > TASK

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

### MAP-AND-GRAPH-BASED NOTICINGS AND QUESTIONS

SWBAT examine, in writing, data about immigrants and immigration from 1870-1900, using question words (why and how).

Meets expectations if student:

- Listed map-and-graph-based noticings
- **Wrote three data-based questions**
- Starred "most curious" question
- Explained why he/she chose their "most curious" question

Assign students to heterogeneous groups. Give each student a copy of the Immigration Map handout and tell them they will be going through a two-step process with the map: noticing and questioning.

Model data-based noticing for students:

- Students might notice a fact: 91,792 immigrants came from Latin America.
- They might notice when they combine two facts: 91,792 immigrants came from Latin America + 820,669 immigrants came from Canada = fewer immigrants came from Latin America than from Canada (or more came from Canada than from Latin America)

Allow students 3–5 minutes to independently jot down data-based noticings about immigration on their handout. Ask them to do a whip-around, sharing data-based noticings with their group, jotting down any new ideas they hear. Model follow-up data-based inquiry questions:


- *Why might more immigrants have come to the U.S. from Canada than from Latin America?*

Give students 3–5 minutes to independently return to the map and graph, and write three data-based wondering questions. Ask them each to star the question about which they are most curious and then share their starred question with their group, explaining why they chose it.

Ask groups to come to consensus around the question about which they are most curious, write it on a sticky note, and be prepared to explain why. Have each group post and share their sticky note question.


Tell students that they will be looking at and reading primary and secondary sources about immigrants throughout this module. One of their goals as they look at and read the primary and secondary sources is to see whether they can find answers to the questions posed today. As you

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				move through the module, return to student questions as they are addressed in subsequent lessons.
	<p>Standards:</p> <p><b>1.2.</b> : United States history (Reconstruction to the present):</p> <p><b>1.1.</b> : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence</p> <p><b>SL.9-10.1</b> : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>WHST.9-10.9</b> : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RH.9-10.1</b> : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>			
	<p>Additional Attachments:</p> <p> <b>Immigration Map Handout</b></p>			
25 mins	<p><b>TASK ANALYSIS &gt; UNDERSTAND AND EXPLAIN THE TASK</b></p> <p><b>PROMPT:</b> Ability to understand and explain the task prompt.</p>	<p><b>CHALK TALK</b></p> <p>SWBAT explain orally what they will need to do in order to successfully respond to the teaching task prompt, using sequence words (first, next, then, before, after, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> <li>Added a meaningful contribution to the chalk talk</li> <li><b>Participated in turn and talk</b></li> </ul>	<p>Chalk Talk is a silent way to reflect, generate ideas, check on learning, develop projects, or solve problems. Because it is done completely in silence, it gives students a change of pace and encourages thoughtful contemplation.</p> <p>Write the teaching task prompt on the board and circle it:</p> <ul style="list-style-type: none"> <li>After reading primary and secondary texts on attitudes towards immigrants and immigration during the late 1800s and early 1900s, write an essay in which you argue the extent to which immigrants were welcome in the United States. Support your position with evidence from the texts.</li> </ul> <p>Ask students to complete a Do Now: Silently journal about the teaching task prompt:</p> <ul style="list-style-type: none"> <li><i>What is it asking you to do?</i></li> <li><i>What content will you need to know in order to successfully complete the task?</i></li> <li><i>What skills will you need in order to successfully complete the task?</i></li> <li><i>What questions do you have about the task?</i></li> <li><i>What connections can you make to the task?</i></li> </ul> <p>Explain the norms and expectations of a Chalk Talk:</p> <ul style="list-style-type: none"> <li>Silence in the room, and</li> <li>One person at the board at a time.</li> </ul> <p>Either hand a piece of chalk to everyone or place many pieces of chalk at the board and hand several pieces to people at random. People write as they feel moved. There are likely to be long silences. That is natural, so allow plenty of wait time before deciding it is over.</p> <p>How you choose to interact with the Chalk Talk influences its outcome. The teacher can stand</p>

				<p>back and let it unfold or expand thinking by:</p> <ul style="list-style-type: none"> <li>● Circling other interesting ideas, thereby inviting comments to broaden,</li> <li>● Writing questions about a participant comment, or</li> <li>● Adding his/her reflections or ideas.</li> </ul> <p>Once the Chalk Talk is complete, ask students to turn and talk with a partner, explaining their understanding of the task prompt in their own words. Debrief with the class, as needed.</p> <p>Save the Chalk Talk (digital snapshot if done on a Promethean board, photograph if done on a whiteboard, keep it if done on poster paper) to refer back to throughout the module.</p> <p>(<b>Note:</b> While "Chalk Talk" is a fun, rhyming title, the words chalk and chalkboard are a little outdated. Feel free to have students engage in this mini-task on a white board, poster paper, or digitally through a central Promethean board or collaboratively on a shared platform. For the last option, consider projecting it as well as having students work on 1:1 devices. You may want to rename this for the way in which you conduct it, i.e., Board Banter, Digital Dialogue.)</p>
	<p>Standards:</p> <p><b>1.2.</b> : United States history (Reconstruction to the present):</p> <p><b>1.1.</b> : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence</p> <p><b>RH.9-10.1</b> : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>SL.9-10.1</b> : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>WHST.9-10.10</b> : Write routinely over extended time frames (time for 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.</p> <p><b>WHST.9-10.4</b> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.9-10.5</b> : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>			
10 mins	<p><b>RUBRIC ANALYSIS &gt; RUBRIC SELF-REFLECTION:</b> Ability to identify strengths and areas for growth in argumentative writing.</p>	<p><b>RUBRIC SELF-REFLECTION: GLOW + GROW</b></p> <p>SWBAT identify, in writing, goals for improving their writing, using the simple future tense (will + verb, for example: will write, will include, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> <li>● Highlighted all boxes in the "meets expectations" column in either green or pink</li> <li>● <b>Identified one "glow" and wrote a commitment statement next to it</b></li> <li>● <b>Identified one "grow" and wrote a commitment statement next to it</b></li> </ul>	<p>Give each student a copy of the rubric and a green highlighter and a pink highlighter.</p> <p>Ask students to individually review the rubric's "Meets Expectations" column and highlight in green the areas that they feel confident they can succeed in and highlight in pink the areas that they know they need to work on. Say something like,</p> <ul style="list-style-type: none"> <li>● <i>Choose one of your green highlights as a "glow," or an area in which you shine. Circle it and write "glow" next to it. Then look at the "Advanced" column for that glow and write out a commitment: What are you going to do to make sure that you score advanced in that area? What support do you need? From whom?</i></li> </ul>

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			<ul style="list-style-type: none"> <li>Choose one of your pink highlights as a "grow," or an area to focus on for improvement. Circle it and write "grow" next to it. Then write out a commitment: What are you going to do to make sure that your score "meets expectations" in that area? What support do you need? From whom?</li> </ul> <p>Have students turn and talk with a partner, sharing their glows and grows. How can they help to support one another?</p> <p>Optional Extension: Have students bring their rubric home and share their glow and grow with an adult advisor (parent, grandparent, neighbor, another teacher, etc.). Ask adult advisors to comment on how they can help to support.</p>
<p>Standards:</p> <p><b>1.2.</b> : United States history (Reconstruction to the present):</p> <p><b>1.1.</b> : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence</p> <p><b>WHST.9-10.9</b> : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>WHST.9-10.4</b> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.9-10.5</b> : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.9-10.1</b> : Write arguments focused on discipline-specific content.</p>			
<p>Additional Attachments:</p> <p> <b>Argumentation Rubric for Grades 6-12 Teaching Tasks</b></p>			

### Reading Process

1 hr	<p><b>ACTIVE READING &gt; DEVELOPING INTERPRETATIONS:</b></p> <p>Ability to use the historical method of inquiry to evaluate primary and secondary sources and to develop interpretations defended by evidence. (SS09-GR.HS-S.1-GLE.1)</p>	<p><b>POLITICAL CARTOON STOPLIGHT SPECTRUM GRAPHIC ORGANIZERS</b></p> <p>SWBAT interpret, in writing, political cartoons depicting attitudes toward immigration, using cause-and-effect words and phrases (because, since, due to, as a result of, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> <li>Completed Political Cartoon Visual Discovery Graphic Organizer <b>demonstrating use of evidence in response</b></li> <li>Completed Political Cartoon Stoplight Spectrum Graphic Organizer</li> <li>Used evidence to defend interpretations</li> </ul>	<p>Assign students to heterogeneous groups. Explain to them that they will work today in groups to analyze political cartoons about attitudes towards immigrants and immigration. Give students a copy of the Political Cartoon Visual Discovery Graphic Organizer. Tell them that you lead them through the visual discovery process with one cartoon before they complete that process for seven additional cartoons with their groups. Have students look at the Graphic Organizer as you model for the class with the first cartoon projected on the board or under a doc camera.</p> <p><b>First column.</b> Ask students to turn and talk and record their thoughts in the first column on the Graphic Organizer. Ask: <i>What do you see/notice in the political cartoon? Be sure to look at both visuals and text.</i> After a minute, call on several students to share out, ideally coming up and pointing to or circling noticings.</p> <p><b>Second column.</b> Ask them to turn and talk and record their thoughts in the next column on the Graphic Organizer. Ask: <i>What do you think is happening in the political cartoon? Why? What</i></p>
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*evidence do you have?* Allow students two minutes to go through this process, then call on several students to share out, ideally by coming to the board to point to or circle their evidence.

**Third column.** Ask students to turn and talk and record their thoughts in the last column on the Graphic Organizer. Ask: *How do you think the cartoonist would respond to the question: Were immigrants welcome in the United States? Why or why not?*

Tell them that now that they've combined noticings and inferences, they will use that knowledge to explore responses to the question posed in the teaching task. Allow them two minutes for this process, then call on several students to share out, ideally having them come up to the board to point to or circle their evidence.

Give each group a copy of the "Were Immigrants Welcome? Political Cartoons" packet. Allow them time to work together through the visual discovery process for the remaining seven cartoons, recording their responses on their Graphic Organizers. You may wish to set a timer, allowing approximately 4–5 minutes per political cartoon.

Optional: Students highlight parts of the political cartoons to show that immigrants were:

- Welcome = green
- Somewhat welcome = yellow
- Not welcome = pink

Monitor groups as they work, ensuring that students go through the visual discovery process in a linear fashion so that their work spirals up from noticings to analysis. If students miss seeing something, say: *What do you see in this [point] portion of the political cartoon?* If students miss connecting a noticing to their analysis: *I see that you noticed [noticing]. Why might that be important? How can that help you interpret the author's message/point of view?*

Once groups have completed the visual discovery process, give each group a copy of the Political Cartoon Stoplight Spectrum Graphic Organizer. Allow groups time to work through placing the political cartoons in order from "welcome" to "not welcome" and record the titles of the political cartoons in the appropriate places on the Graphic Organizer.

Monitor groups as they work, supporting with feedback. You can prompt them by asking things like:

- *Why did you place that political cartoon where you did on the spectrum?*
- *How are the points of view of these two political cartoons [point] different from one another?*
- *How might the author of this political cartoon [point] have responded to the author of this one*

## Were Immigrants Welcome in the United States?

				<p>[point]?</p> <p>Close by asking students to use the evidence from their conversations today to respond to the prompt: To what extent were immigrants welcome in the United States in the late 1800s and early 1900s? Have them share their thinking with their group, using agree/disagree sentence stems to build on one another's responses.</p> <p><i>Optional extension: Have group members number off. Display the first political cartoon and ask the number 1s from each group to come up and stand on a spectrum showing where they placed that cartoon. Ask two of them to share out why they placed the cartoon where they did. Repeat the process with the second cartoon and number 2s. Repeat the process for each cartoon, or use this process with selected cartoons that you noticed (as you monitored groups) were more difficult for students to interpret than others.</i></p>
<p>Standards:</p> <p><b>1.2.</b> : United States history (Reconstruction to the present):</p> <p><b>1.1.</b> : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence</p> <p><b>SL.9-10.1</b> : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>RH.9-10.9</b> : Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>RH.9-10.1</b> : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>				
<p>Additional Attachments:</p> <p>🔗 <b>Political Cartoon Spotlight Spectrum Graphic Organizer</b></p> <p>🔗 <b>Political Cartoon Visual Discovery Graphic Organizer</b></p> <p>🔗 <b>Were Immigrants Welcome? Political Cartoons</b></p>				
15 mins	<p><b>PRE-READING &gt; USING CONTEXT AS A CLUE:</b> Ability to use context as a clue to the meaning of a word or phrase, including vocabulary describing political, social, or economic aspects of history/social science.</p>	<p><b>CONTEXT CLUES: DEFINE + DRAW GRAPHIC ORGANIZER</b> SWBAT define, in writing, key immigration-related vocabulary, using paraphrases.</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> <li>• <b>Wrote contextually appropriate definitions and symbols/illustrations for all three terms</b></li> <li>• Compared and contrasted how context clues were used to figure out the meaning of the three terms</li> </ul>	<p>Before students read <i>History Alive! Pursuing American Ideals</i>, Chapter 15, Section 4, "Responses to New European Immigrants," have them complete this mini-task:</p> <p>Assign partners. Give each student a copy of the Define + Draw Graphic Organizer. Tell them that the left column contains short passages from a text they will read in the next mini-task. Each passage includes a bolded word. Their job will be to work with their partner to read the passage and figure out the meaning of the bolded term. They will then write their definition of the term in the middle column, being sure to test their definition back in the passage to be sure it makes sense. Students will then draw, in the third column, a symbol or illustration for each term in order to help them remember it. Optional scaffold: Do either an "I Do" or a "We Do" with the first term to support students.</p>

## Were Immigrants Welcome in the United States?

				<p>Allow pairs 10 minutes to complete the handout, including the compare/contrast question at the bottom. Monitor them, addressing any misconceptions. If needed, review definitions with the class by calling on several groups to share their definitions and symbols.</p> <p>Conduct a 3–5 minute whole-class discussion based on the compare/contrast question, making sure to point out the following to students if it doesn't come up in conversation:</p> <ul style="list-style-type: none"> <li>• The first vocabulary word (assimilation) relies on the sentences preceding the sentence containing the word.</li> <li>• The second (nativism) relies only on the sentence that contains the word.</li> <li>• The third (Americanization) relies on the use of a sentence following the sentence containing the word.</li> <li>• Tell them: <i>Sometimes you need to look at sentences before and/or after an unfamiliar word in order to figure out what it means.</i></li> </ul> <p>Share with students that you expect them to continue to practice using context clues to help them persevere as they read when meaning breaks down and that they should keep track of additional immigration-related essential academic language in their Define + Draw log.</p>
	<p>Standards:</p> <p><b>1.2.</b> : United States history (Reconstruction to the present):</p> <p><b>L.9-10.6</b> : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>SL.9-10.1</b> : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>L.9-10.4</b> : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies.</p> <p><b>RH.9-10.4</b> : Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>Additional Attachments:</p> <p>🔗 <b>Define + Draw Log</b></p> <p>🔗 <b>Context Clues Practice Handout</b></p>			
45 mins	<p><b>ACTIVE READING &gt; DETERMINING CENTRAL IDEAS:</b></p> <p>Ability to determine the central ideas or information of a primary or secondary source, providing an accurate summary of how key events or</p>	<p><b>SUB-HEADING QUESTIONS &amp; RESPONSES ("RESPONSES TO NEW EUROPEAN IMMIGRANTS")</b></p> <p>SWBAT describe, in writing, responses to new European immigrants, using content vocabulary</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> <li>• Wrote one question per heading</li> <li>• <b>Responded to each question, including textual evidence</b></li> <li>• <b>Added new ideas and/or evidence to</b></li> </ul>	<p>Assign students to heterogeneous groups and distribute copies of the text: <i>History Alive! Pursuing American Ideals</i>, Chapter 15, Section 4, "Responses to New European Immigrants." Tell students that today, they will work in groups to use sub-headings and questions created from those sub-headings to help them understand the central ideas of the text.</p> <p>Model for students how to turn a heading into a</p>

## Were Immigrants Welcome in the United States?

ideas develop over the course of the text.	(assimilation, nativism, Americanization, etc.).	<b>responses</b>	<p>question by doing so with the title of the reading. For example:</p> <ul style="list-style-type: none"> <li>• <i>What were some of the different responses to new European immigrants?</i></li> <li>• <i>How did people respond to new European immigrants?</i></li> </ul> <p>Read the introductory paragraph out loud, modeling for students the use of context clues with one or more terms (possessions, downturn, etc.), reminding students that as they read, they should use context clues to help them figure out the meaning of unfamiliar terms.</p> <p>Distribute the Sub-heading Questions and Responses handout. Give groups about 10 minutes per section to:</p> <ul style="list-style-type: none"> <li>• Work together to turn the sub-heading into a question</li> <li>• Read the first section out loud, using context clues to repair meaning when it breaks down. If they encounter a term that seems significant to immigration, they should record it in their Define + Draw log (i.e., words like assimilation, Americanization, and nativism, but not words like possessions, downturn).</li> <li>• Independently answer their question, supporting their thinking with evidence from the text.</li> <li>• Share and discuss their answers, adding in the margins any new ideas and/or evidence they hear.</li> </ul> <p>Monitor groups as they work, ensuring that their questions and answers are headed in the right direction. Possible feedback to groups could include:</p> <ul style="list-style-type: none"> <li>• <i>What other question(s) could you ask? Which one do you think is the most effective question? Why?</i></li> <li>• <i>How did your question help support your understanding as you read?</i></li> </ul> <p>Close the lesson by asking students to write a one-paragraph summary of the text on the back of their handouts.</p> <p><i>Optional scaffold: Pull a small group of students, as needed, to support summary-writing.</i></p>
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Standards:

**1.2.** : United States history (Reconstruction to the present):

**1.1.** : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence

**RH.9-10.4** : Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

**L.9-10.6** : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**L.9-10.4** : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and

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content, choosing flexibly from a range of strategies.

**SL.9-10.1** : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**RH.9-10.1** : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**RH.9-10.2** : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Additional Attachments:

🔗 **Sub-heading Questions and Responses**

🔗 **Define + Draw Log**

30 mins

**POST-READING > CITING TEXTUAL EVIDENCE:** Ability to draw evidence from informational texts to support analysis.

**STOPLIGHT HIGHLIGHTING: ANNOTATED TEXT AND GRAPHIC ORGANIZER ("RESPONSES TO NEW EUROPEAN IMMIGRANTS")**  
SWBAT cite and explain, in writing, textual evidence in response to the question: To what extent were immigrants welcome in the United States in the late 1800s and early 1900s, using signal words and phrases.

Meets expectations if student:

- Participated in group conversations related to text analysis
- Highlighted at least three details relevant to the teaching task
- **Completed Graphic Organizer with substantive evidence (in the form of quotations) and logical explanations, including signal words**
- Starred the most powerful piece of evidence

Give each student three different colors of highlighters (green, yellow, and pink). Ask groups to go back through the reading, discussing the evidence and highlighting it as:

- Green = evidence showing that immigrants were welcome
- Yellow = evidence showing that immigrants were somewhat welcome
- Pink = evidence showing that immigrants were not welcome

As students work, monitor conversations to support effective highlighting, asking for instance:

- Why did you choose to highlight that piece of evidence in that color?
- Based on what you highlighted in this section of the text, to what extent were immigrants welcome in the United States? Justify your answer with evidence from the text.

Give students a copy of the Quoting, Paraphrasing, Summarizing handout. Tell them they will be working across this module to practice citing evidence by quoting, paraphrasing, and/or summarizing. Today, they will focus on quoting. Review the "Quoting" section of the handout with students, asking them to put a star next to anything that is new for them in this handout.

Have students turn and talk, sharing the items they starred and what they want to remember about those pieces.

Give students a copy of the Stoplight Graphic Organizer. Review the structure with them. Model how to transfer evidence to the Graphic Organizer by projecting it digitally and filling out one row:

- Ask a student for a key quotation. Transfer it to the quotation column, reminding students to start and end a quotation with quotation marks.
- Distribute the Signal Words handout and review it briefly with students. Tell them that when they explain a quotation (or a paraphrase or a summary), they should use signal words to introduce the quotation.

## Were Immigrants Welcome in the United States?

				<ul style="list-style-type: none"> <li>Ask groups to turn and talk to find an explanation for the quotation that uses a signal word. Have one group share out and record their answer on the Graphic Organizer, providing feedback as needed to strengthen their explanation.</li> </ul> <p>Ask students to work with their group to transfer key evidence to the Stoplight Graphic Organizer. For each piece of evidence, students should write the quotation in the appropriate row and then explain, using a signal word, how it supports that argument. Close the lesson by asking students to star what they believe is the most powerful piece of evidence they've recorded on their Graphic Organizer.</p>
	<p>Standards:</p> <p><b>1.2.</b> : United States history (Reconstruction to the present):</p> <p><b>1.1.</b> : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence</p> <p><b>SL.9-10.1</b> : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>WHST.9-10.9</b> : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RH.9-10.1</b> : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>			
	<p>Additional Attachments:</p> <p>🔗 <b>Stoplight Graphic Organizer</b></p> <p>🔗 <b>Signal Words</b></p> <p>🔗 <b>Quoting, Paraphrasing, Summarizing</b></p>			
40 mins	<p><b>ACTIVE READING &gt; ANALYZING WORD CHOICE:</b> Ability to analyze the cumulative impact of specific word choices on meaning and tone.</p>	<p><b>TONE EMOTICON WORD LIST ("LANDED ON ELLIS ISLAND: NEW IMMIGRATION BUILDINGS OPENED YESTERDAY")</b></p> <p>SWBAT justify, in writing, whether or not the author of "Landed on Ellis Island" believed immigrants were welcome, using words and phrases indicating tone.</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> <li>Circled words and phrases in the text</li> <li>Transferred words to Tone Emoticon Word List handout</li> <li><b>Completed tone statement, with evidence</b></li> </ul>	<p>Assign students to heterogeneous groups. Give each student a copy of "Landed on Ellis Island: New Immigration Buildings Opened Yesterday" and distribute the Tone Emoticon Word List handout.</p> <p>Ask students to read the text out loud with their group, remembering to use context clues to help them persevere when meaning breaks down. Remind students to use their Define + Draw log if they find any words they feel are critical to an understanding of attitudes toward immigration.</p> <p>At the end of each paragraph, groups should go back and look for words or phrases that indicate tone. Students should circle those words and decide with their group the appropriate column to add them to their Tone Emoticon Word List handout.</p> <p>Model for students how they might engage in this process, using the sentence, "The honor was reserved for a little rosy-cheeked Irish girl." Model circling the word "honor" and your think-aloud: Which column would you place it in and why?</p> <p>Once groups have completed reading, circling</p>

## Were Immigrants Welcome in the United States?

				<p>words and phrases, and transferring those words and phrases to the handout, call the class back together.</p> <p>Pull up a copy of the Graphic Organizer on the board (or under a document camera). Ask a group to share out a word they added, providing context, and note that on the Graphic Organizer you are displaying. Go around the room, asking each group to share a word that hasn't yet been shared, "novel ideas only," until groups have exhausted their word lists.</p> <p>Ask students to turn and talk and then share out. Ask: <i>How does your understanding of the author's tone support your understanding of whether or not immigrants were welcome?</i></p> <p>Close the lesson by having students individually respond to the prompt at the bottom of their handout.</p> <p>Optional: Have students share their responses with their group or a shoulder partner and give one another feedback on their work.</p>
	<p>Standards:</p> <p><b>1.2.</b> : United States history (Reconstruction to the present):</p> <p><b>1.1.</b> : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence</p> <p><b>RH.9-10.4</b> : Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p><b>L.9-10.6</b> : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>SL.9-10.1</b> : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>RH.9-10.1</b> : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>RI.9-10.4</b> : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>			
	<p>Additional Attachments:</p> <p>🔗 <b>Define + Draw Log</b></p> <p>🔗 <b>Tone Emoticon Word List</b></p> <p>🔗 <b>Ellis Island Video Clip</b></p>			
20 mins	<p><b>POST-READING &gt; CITING TEXTUAL EVIDENCE:</b> Ability to draw evidence from informational texts to support analysis.</p>	<p><b>STOPLIGHT HIGHLIGHTING AND GRAPHIC ORGANIZER (LANDED ON ELLIS ISLAND: NEW IMMIGRATION BUILDINGS OPENED YESTERDAY)</b></p> <p>SWBAT cite and explain,</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> <li>Participated in group conversations related to text analysis</li> <li>Highlighted at least three details relevant</li> </ul>	<p>Give each student three different colors of highlighters (green, yellow, pink). Ask groups to go back through the reading, discussing the evidence and highlighting it as:</p> <ul style="list-style-type: none"> <li>Green = showing immigrants were welcome</li> <li>Yellow = showing immigrants were somewhat welcome</li> <li>Pink = showing immigrants were not welcome</li> </ul>

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		<p>in writing, textual evidence in response to the question: To what extent were immigrants welcome in the United States in the late 1800s and early 1900s, using signal words and phrases.</p>	<p>to the teaching task</p> <ul style="list-style-type: none"> <li>● <b>Completed Graphic Organizer with substantive evidence (in the form of quotations) and logical explanations (inferences), including signal words</b></li> <li>● Starred most powerful piece of evidence</li> </ul>	<p>As students work, monitor conversations to support effective highlighting. You can prompt students by asking:</p> <ul style="list-style-type: none"> <li>● <i>Why did you choose to highlight that piece of evidence in that color?</i></li> <li>● <i>Based on what you highlighted in this section of the text, to what extent were immigrants welcome in the United States? Justify your answer with evidence from the text.</i></li> </ul> <p>Give students a copy of the Stoplight Graphic Organizer. Remind them they have already engaged in this process with a focus on quoting. Today, they will expand their explanations to add inferences based on word choice and tone. Model for students one row's worth of evidence:</p> <ul style="list-style-type: none"> <li>● Quotation: "The honor was reserved for a little rosy-cheeked Irish girl."</li> <li>● Explanation: Because the author of "Landed on Ellis Island: New Immigration Buildings Opened Yesterday" used the word "honor" in describing the arrival of the first immigrant at Ellis Island, the author clearly believes that immigrants were welcome.</li> </ul> <p>Ask students to work with their group to transfer key evidence to the Stoplight Graphic Organizer. For each piece of evidence, students should write the quotation in the appropriate row and then explain how it supports that argument, using signal words and making an inference to show how it supports that argument.</p> <p>Close the lesson by asking students to star what they believe is the most powerful piece of evidence they've recorded on their Graphic Organizer.</p>
<p>Standards:</p> <p><b>1.2.</b> : United States history (Reconstruction to the present):</p> <p><b>1.1.</b> : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence</p> <p><b>SL.9-10.1</b> : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>RH.9-10.1</b> : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>WHST.9-10.9</b> : Draw evidence from informational texts to support analysis, reflection, and research.</p>				
<p>Additional Attachments:</p> <p>🔗 <b>Stoplight Graphic Organizer</b></p> <p>🔗 <b>Signal Words</b></p> <p>🔗 <b>Quoting, Paraphrasing, Summarizing</b></p>				
30 mins	<b>ACTIVE READING &gt; DEVELOPING INTERPRETATIONS:</b>	<b>SENSORY EXPERIENCE GRAPHIC ORGANIZER ("IMMIGRATION FROM</b>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> <li>● <b>Completed Sensory</b></li> </ul>	<p>Have students read Section 15.5 with their group, taking turns reading each section of the text out loud, remembering to use context clues to help them persevere when meaning breaks down.</p>

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Ability to use the historical method of inquiry to evaluate primary and secondary sources and to develop interpretations defended by evidence. (SS09-GR.HS-S.1-GLE.1)

**ASIA")**  
SWBAT describe, in writing, what different Asian immigrants might have heard, seen, and felt, using adjectives and adverbs.

### Figures Graphic Organizer with inferred evidence

- Ranked immigrant groups from most welcome to least welcome

Remind students to use their Define + Draw log to record terms critical to understanding attitudes toward immigration.

Give each student a copy of the Sensory Experience Graphic Organizer. Tell groups they will return to the text to consider what each of the four different immigrant groups discussed (Chinese, Korean, Filipino, and Japanese) might have seen, heard, and felt during the late 1800s and early 1900s. Students will record this information on their Graphic Organizers.

Tell students their sensory experience statements will be supported by explicit evidence, but they will have to make evidence-based inferences to do this.

Give students sentence stems, as needed:

- A (Chinese, Korean, Filipino, Japanese) immigrant might have seen / heard / felt ...because...

Model one example for students:

- A Chinese immigrant might have seen railroad tracks because thousands of Chinese immigrants were railroad workers.
- A Chinese immigrant might have heard negative things said about Chinese immigrants because "many Californians blamed Chinese workers for their economic woes."
- A Chinese immigrant might have felt sad because people said things like "utter heathens, treacherous, sensual, cowardly, cruel" about Chinese immigrants.

Have students work with their groups to follow this model, completing their Graphic Organizer. Ask students to add another set of "seen, heard, felt" statements for Chinese immigrants in addition to your model.

Close the lesson by asking students to individually rank the four different Asian immigrant groups from "most welcome" to "least welcome" and then turn and talk with their groups to discuss their rankings.

Standards:

**1.2.** : United States history (Reconstruction to the present):

**1.1.** : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence

**RH.9-10.4** : Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

**L.9-10.6** : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**SL.9-10.1** : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**RH.9-10.2** : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

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**WHST.9-10.9** : Draw evidence from informational texts to support analysis, reflection, and research.

**RH.9-10.1** : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Additional Attachments:

 **Define + Draw Log**

 **Sensory Experience Graphic Organizer**

20 mins

**POST-READING > CITING TEXTUAL EVIDENCE:** Ability to draw evidence, by paraphrasing information, from texts to support analysis.

**STOPLIGHT HIGHLIGHTING AND GRAPHIC ORGANIZER ("IMMIGRATION FROM ASIA")**  
SWBAT cite and explain, in writing, textual evidence in response to the question: To what extent were immigrants welcome in the United States in the late 1800s and early 1900s, using signal words and phrases.

Meets expectations if student:

- Participated in group conversations related to text analysis
- Highlighted at least 3 details relevant to the teaching task
  - Completed graphic organizer with substantive evidence (in the form of quotations and/or paraphrases, including at least one paraphrase) and logical explanations, including signal words
- Starred most powerful piece of evidence

Give each student three different colors of highlighters (green, yellow, pink). Ask groups to go back through the reading, discussing the evidence and highlighting to show:

- Green = that immigrants were welcome
- Yellow = that immigrants were somewhat welcome
- Pink = that immigrants were not welcome

As students work, monitor conversations to support effective highlighting. You can prompt students by asking:

- *Why did you choose to highlight that piece of evidence in that color?*
- *Based on what you highlighted in this section of the text, to what extent were immigrants welcome in the United States? Justify your answer with evidence from the text.*

Tell students that this time for their Stoplight Graphic Organizer, they will focus on paraphrasing. Ask them to return to their copy of the Quoting, Paraphrasing, Summarizing handout. Review the Paraphrasing section of the handout with students, asking them to put a star next to anything that is new for them in this handout.

Think aloud the how-to's of paraphrasing as you reference the example on the handout. Have students turn and talk, sharing the items they starred and what they want to remember about them.

Give each student a copy of the Stoplight Graphic Organizer. Ask groups to transfer key evidence to the Stoplight Graphic Organizer. For each piece of evidence, students should write the quotation in the appropriate row along with their paraphrase and then explain, using a signal word, how it supports that argument.

If students feel strongly about using a quotation instead of a paraphrase, they may do so but must include at least one paraphrased piece of evidence from the text.

Close the lesson by asking students to star what they believe is the most powerful piece of evidence they've recorded on their Graphic Organizer.

Standards:

## Were Immigrants Welcome in the United States?

**1.2.** : United States history (Reconstruction to the present):

**1.1.** : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence

**SL.9-10.1** : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**RH.9-10.1** : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**WHST.9-10.9** : Draw evidence from informational texts to support analysis, reflection, and research.

Additional Attachments:

🔗 **Stoplight Graphic Organizer**

🔗 **Quoting, Paraphrasing, Summarizing**

🔗 **Signal Words**

30 mins

### **ACTIVE READING > ESSENTIAL VOCABULARY:**

Ability to determine or clarify the meaning of unknown words and phrases, choosing flexibly from a range of strategies.

### **COGNATES AND/OR CONTEXT CLUES ("THE CHINESE PANIC")**

SWBAT justify, orally, definitions for unfamiliar terms describing attitudes toward immigrants, using cause and effect words (because, since, etc.).

Meets expectations if student:

- Underlined unfamiliar terms
- Marked each underlined term with either a "c" for cognate or a "cc" for context clues
- **Tested their definitions back in the sentence and explained why they make sense**
- Wrote an accurate definition for each underlined term above the word or in the margins

Give each student a copy of the Cognates handout. Review it with the class. Ask students if they can think of other cognates or false cognates. To emphasize the importance of false cognates, show students the 30-second video linked in the teacher resource section (Carlos Gonzalez - Rockies commercial).

Assign students to groups, aiming to include at least one student in each group who speaks or studies another language. Give each student a copy of the reading "The Chinese Panic." As students read, they should:

- Underline unfamiliar terms
- Decide whether to use a cognate or context clues to help you figure out the meaning of each term
- Mark each term with either a "c" for cognate or a "cc" for context clues
- Test their definitions back in the sentence and explain why they make sense
- Write the definition of the term above the word or in the margins.

Remind students to add any key immigration-related terms to their Define + Draw Log as they read. Allow groups time to work through the reading, using both cognates and context clues to support understanding of the text.

Standards:

**1.2.** : United States history (Reconstruction to the present):

**L.9-10.6** : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**SL.9-10.1** : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.


**RH.9-10.4** : Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.



**L.9-10.4** : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies.

## Were Immigrants Welcome in the United States?

	<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li>🔗 Define + Draw Log</li> <li>🔗 Cognates Handout</li> <li>🔗 Carlos Gonzalez Rockies Commercial</li> </ul>			
20 mins	<p><b>POST-READING &gt; DETERMINING CENTRAL IDEAS:</b></p> <p>Ability to determine the central ideas of a primary or secondary source.</p>	<p><b>AUTHOR SOUND BITES ("THE CHINESE PANIC")</b></p> <p>SWBAT synthesize, in writing, the central ideas of "The Chinese Panic," using cause and effect words and phrases (since, as a result of, because, due to, etc.)</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> <li>Participated in group discussion</li> <li><b>Wrote accurate sound bites</b></li> <li><b>Revised original sound bites after receiving group feedback</b></li> </ul>	<p>Assign students to heterogeneous groups. Ask them to discuss what they believe is the central idea of the first paragraph, going back to the text and using evidence to support their thinking.</p> <p>Have students independently fill out the Author Sound Bites handout for the first paragraph based on their group discussion.</p> <p>Ask groups to share their sound bites and provide one another with feedback. Students should then revise, based on feedback, in order to make their sound bites clearer and/or more accurate. Have groups repeat this process for the next two paragraphs.</p> <p>Monitor discussion as groups work. Prompt students by asking, for instance:</p> <ul style="list-style-type: none"> <li><i>I noticed that when you shared your sound bites, only one of you said X. Is that something that everyone should have in their sound bite?</i></li> <li><i>Whose sound bite do you think is the most accurate, and why?</i></li> <li><i>Where is the evidence for that in the text?</i></li> </ul>
	<p>Standards:</p> <p><b>1.2.</b> : The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time</p> <p><b>1.1.</b> : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence</p> <p><b>SL.9-10.1</b> : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>RH.9-10.2</b> : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>Additional Attachments:</p> <ul style="list-style-type: none"> <li>🔗 Author Sound Bites</li> </ul>			
20 mins	<p><b>POST-READING &gt; CITING TEXTUAL EVIDENCE:</b> Ability to draw evidence from informational texts to support analysis.</p>	<p><b>STOPLIGHT HIGHLIGHTING ("THE CHINESE PANIC")</b></p> <p>SWBAT cite and explain, in writing, textual evidence in response to the question: To what extent were immigrants welcome in the United States in the late 1800s and early 1900s, using signal words and</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> <li>Participated in group conversations related to text analysis</li> <li>Highlighted at least three details relevant to the teaching task</li> <li><b>Completed Graphic Organizer with substantive evidence (in the</b></li> </ul>	<p>Give each student green, yellow, pink highlighters. Ask groups to highlight evidence showing:</p> <ul style="list-style-type: none"> <li>Green = that immigrants were welcome</li> <li>Yellow = that immigrants were somewhat welcome</li> <li>Pink = that immigrants were not welcome</li> </ul> <p>As students work, monitor conversations to support effective highlighting. Prompt students by asking, e.g.,</p> <ul style="list-style-type: none"> <li>Why did you choose to highlight that piece of</li> </ul>

## Were Immigrants Welcome in the United States?

		phrases.	<b>form of quotations or paraphrases), and logical explanations, including signal words</b> <ul style="list-style-type: none"> <li>Starred most powerful piece of evidence</li> </ul>	evidence in that color? <ul style="list-style-type: none"> <li>Based on what you highlighted in this section of the text, to what extent were immigrants welcome in the United States? Justify your answer with evidence from the text.</li> </ul> <p>Give each student the Stoplight Graphic Organizer. Ask them to transfer key evidence to it. For each piece of evidence, students should write the quotation or passage in the appropriate row and then explain how it supports that argument. Students can either quote or paraphrase.</p> <p>Close the lesson by asking students to star what they consider to be their most powerful piece of evidence.</p>
	<p>Standards:</p> <p><b>1.2.</b> : The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time</p> <p><b>1.1.</b> : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence</p> <p><b>SL.9-10.1</b> : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>RH.9-10.1</b> : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>WHST.9-10.9</b> : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Additional Attachments:</p> <p> <b>Stoplight Graphic Organizer</b></p>			
30 mins	<b>ACTIVE READING &gt; COMPARING AND CONTRASTING:</b> Ability to compare and contrast information in order to support analysis.	<b>VENN DIAGRAM ("IMMIGRATION FROM NORTH AND SOUTH")</b> SWBAT compare and contrast, in writing, the experiences of Mexican and Canadian immigrants, using compare and contrast words and phrases (similar to, different from, same, different, etc.).	Meets expectations if student: <ul style="list-style-type: none"> <li><b>Completed Venn Diagram, with evidence of analysis-level thought</b></li> <li>Participated in group discussion</li> <li>Completed summary paragraph, with substantive evidence</li> </ul>	<p>Give each student a copy of the reading, <i>History Alive! Pursuing American Ideals</i>, Chapter 15, Section 6, "Immigration from North and South." Have groups read the text out loud, remembering to use context clues and cognates to help them persevere when meaning breaks down. If students find any key immigration-related terms, they should add those to their Define + Draw log.</p> <p>Give each student a Venn Diagram handout and tell them to label the circles: Immigration from Mexico and Immigration from Canada. Tell students to fill out the handout with analysis-level thought. Share with students an example and a non-example to clarify:</p> <ul style="list-style-type: none"> <li>Example: passed relatively easily across borders that were largely unchecked</li> <li>Non-example: from Mexico and Canada.</li> </ul> <p>Have students independently fill in the Venn Diagram and use it to discuss with their group the similarities and differences between Mexican and Canadian immigration. They should add any new information shared by their group to their Venn Diagram.</p> <p>Have students write a summary paragraph on the back of their Venn Diagram comparing and</p>

				contrasting immigration from North and South.
	<p>Standards:</p> <p><b>1.2.</b> : The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time</p> <p><b>1.1.</b> : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence</p> <p><b>L.9-10.6</b> : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>RH.9-10.4</b> : Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p><b>SL.9-10.1</b> : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>WHST.9-10.9</b> : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RH.9-10.2</b> : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>			
	<p>Additional Attachments:</p> <p> <b>Define + Draw Log</b></p> <p> <b>Venn Diagram</b></p>			
20 mins	<p><b>POST-READING &gt; CITING TEXTUAL EVIDENCE:</b> Ability to draw evidence from informational texts to support analysis.</p>	<p><b>STOPLIGHT HIGHLIGHTING AND GRAPHIC ORGANIZER ("IMMIGRATION FROM NORTH AND SOUTH")</b> SWBAT cite and explain, in writing, textual evidence in response to the question: To what extent were immigrants welcome in the United States in the late 1800s and early 1900s, using signal words and phrases.</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> <li>• Participated in group conversations related to text analysis</li> <li>• Highlighted at least three details relevant to the teaching task</li> <li>• <b>Completed Graphic Organizer with substantive evidence (in the form of quotations, paraphrases, and/or summaries, including at least one summary), and logical explanations, including signal words</b></li> <li>• Starred most powerful piece of evidence</li> </ul>	<p>Give each student three different colors of highlighters (green, yellow, pink). Ask groups to highlight evidence that shows:</p> <ul style="list-style-type: none"> <li>• Green = that immigrants were welcome</li> <li>• Yellow = that immigrants were somewhat welcome</li> <li>• Pink = that immigrants were not welcome</li> </ul> <p>As students work, monitor conversations to support effective highlighting. Prompt students by asking, e.g.,</p> <ul style="list-style-type: none"> <li>• <i>Why did you choose to highlight that piece of evidence in that color?</i></li> <li>• <i>Based on what you highlighted in this section of the text, to what extent were immigrants welcome in the United States? Justify your answer with evidence from the text.</i></li> </ul> <p>Tell students that this time for their Stoplight Graphic Organizer, they will focus on paraphrasing. Ask them to return to their copy of the Quoting, Paraphrasing, Summarizing handout. Review the "Summarizing" section of the handout with students, asking them to put a star next to anything that is new for them in this handout.</p> <p>Think aloud the how-tos of summarizing as you reference the example on the handout. Have students turn and talk, sharing the items they starred and what they want to remember about those pieces.</p> <p>Give each student a copy of the Stoplight Graphic Organizer. Ask groups to transfer key evidence to it. For each piece of evidence, students</p>

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				<p>should reference the quotation in the appropriate row along with their summary, and then explain, using a signal word, how it supports that argument. If students feel strongly about using a quotation or a paraphrase instead of a summary, they may do so, but they must include at least one summarized piece of evidence from the text.</p> <p>Close the lesson by asking students to star what they believe is the most powerful piece of evidence they've recorded on their graphic organizer.</p>
	<p>Standards:</p> <p><b>1.2.</b> : The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time</p> <p><b>1.1.</b> : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence</p> <p><b>SL.9-10.1</b> : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>RH.9-10.1</b> : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>WHST.9-10.9</b> : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Additional Attachments:</p> <p>🔗 <b>Quoting, Paraphrasing, Summarizing</b></p> <p>🔗 <b>Stoplight Graphic Organizer</b></p> <p>🔗 <b>Signal Words</b></p>			
20 mins	<p><b>ACTIVE READING &gt; COMPARING AND CONTRASTING:</b></p> <p>Ability to compare and contrast continuity and change over time. (SS09-GR.HS-S.1-GLE.2)</p>	<p><b>THINKING NOTES ("BONJOUR, AMERICA!")</b></p> <p>SWBAT analyze and compare, in writing, how attitudes toward Canadian immigration to the United States over time have been similar to and/or different from attitudes toward other groups of immigrants to the United States over time, using compare and contrast words and phrases (similar to, different from, like, different, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> <li>• Marked text with appropriate symbols</li> <li>• Underlined central ideas</li> <li>• <b>Wrote compare/contrast statements for all exclamation points</b></li> <li>• <b>Wrote questions for each single or double question mark</b></li> </ul>	<p>Give each student a copy of "Bonjour, America!"</p> <p>Review the annotation key with students:</p> <p>* (asterisk) = marks the main idea, central to the author's purpose (should also underline)</p> <p>! (exclamation point) = highlights a comparison or a contrast with a different immigrant group, either explicitly stated in the text, or a connection you can make based on your reading of other texts in this module (should also write a compare/contrast statement in the margin)</p> <p>? (question mark) = raises a question, possible discussion point (should also write question or discussion point in the margin)</p> <p>?? (double question mark) = indicates something is unclear or confusing (should also write question in the margin)</p> <p>Allow students time to read and annotate the text. Remind them to use context clues and cognates as they read. If students come across any key immigration-related terms, they should add those to their Define + Draw log.</p> <p>(<b>Note:</b> The "Thinking Notes Video" linked in the Materials section above will give you a sense of this type of annotation, although the process used in this lesson has been adapted to fit the needs of this particular text and module.)</p>

Standards:

**1.2.** : The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time

**1.1.** : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence

**L.9-10.6** : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**RH.9-10.4** : Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

**RH.9-10.2** : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**RH.9-10.1** : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Additional Attachments:

 [Define + Draw Log](#)

 [Thinking Notes Video](#)

25 mins

**POST READING > EXPRESSING AND BUILDING ON OTHERS' IDEAS:**

Ability to express your own ideas clearly and persuasively and build on others' ideas.

**SAVE THE LAST WORD FOR ME DISCUSSION ("BONJOUR, AMERICA!")**

SWBAT analyze and compare, orally and in writing, how attitudes toward Canadian immigration to the United States over time have been similar to and/or different from attitudes toward other groups of immigrants to the United States over time, using compare and contrast words and phrases (similar to, different from, like, different, etc.).

Meets expectations if student:

- Prioritized most compelling annotations
- **Participated in group discussion, including citing relevant and substantive textual evidence and building on others' ideas**
- **Wrote paragraph, including relevant and substantive textual evidence**

Ask students to take out their annotated copies of "Bonjour, America!" and mark and rank order their three most compelling annotations.

Distribute the "Save the Last Word for Me" discussion protocol and review with students. Assign them to groups of four and designate one student in each group as the timekeeper.

Have groups follow the protocol to discuss the text. After group discussions are complete, ask students to write a paragraph in response to the question: How have attitudes toward Canadian immigration over time been similar to and/or different from attitudes toward other groups of immigrants to the United States over time?

Standards:

**1.2.** : The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time

**1.1.** : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence

**RH.9-10.9** : Compare and contrast treatments of the same topic in several primary and secondary sources.

**RH.9-10.8** : Assess the extent to which the reasoning and evidence in a text support the author's claims.

**RH.9-10.6** : Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**SL.9-10.1** : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**RH.9-10.4** : Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

**RH.9-10.2** : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

## Were Immigrants Welcome in the United States?

<b>RH.9-10.1</b> : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.				
Additional Attachments:  🔗 <b>Save the Last Word for Me</b>				
15 mins	<b>POST-READING &gt; CITING TEXTUAL EVIDENCE:</b> Ability to draw evidence from informational texts to support analysis.	<b>STOPLIGHT HIGHLIGHTING AND GRAPHIC ORGANIZER ("BONJOUR, AMERICA!")</b> SWBAT cite and explain, in writing, textual evidence in response to the question: To what extent were immigrants welcome in the United States in the late 1800s and early 1900s, using signal words and phrases.	Meets expectations if student: <ul style="list-style-type: none"><li>● Participated in group conversations related to text analysis</li><li>● Highlighted at least three details relevant to the teaching task</li><li>● <b>Completed Graphic Organizer with substantive evidence (in the form of quotations, paraphrases, and/or summaries), and logical explanations, including signal words</b></li><li>● Starred most powerful piece of evidence</li></ul>	Give each student three different colors of highlighters (green, yellow, pink). Ask groups to highlight evidence that shows: <ul style="list-style-type: none"><li>● Green = that immigrants were welcome</li><li>● Yellow = that immigrants were somewhat welcome</li><li>● Pink = that immigrants were not welcome.</li></ul> As students work, monitor conversations to support effective highlighting. Prompt students by asking, e.g., <ul style="list-style-type: none"><li>● Why did you choose to highlight that piece of evidence in that color?</li><li>● Based on what you highlighted in this section of the text, to what extent were immigrants welcome in the United States? Justify your answer with evidence from the text.</li></ul> Give each student the Stoplight Graphic Organizer. Ask them to transfer key evidence to it, writing each piece of evidence in the appropriate row and explaining how it supports that argument. Students may use quoting, paraphrasing, and/or summarizing.  Close by asking students to star their most powerful piece of evidence.
Standards:  <b>1.2.</b> : The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time <b>1.1.</b> : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence <b>SL.9-10.1</b> : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <b>RH.9-10.1</b> : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. <b>WHST.9-10.9</b> : Draw evidence from informational texts to support analysis, reflection, and research.				
Additional Attachments:  🔗 <b>Stoplight Graphic Organizer</b> 🔗 <b>Signal Words</b> 🔗 <b>Quoting, Paraphrasing, Summarizing</b>				
<b>Transition to Writing</b>				
20 mins	<b>BRIDGING CONVERSATION &gt; EVALUATING</b>	<b>PAPER PASS</b> SWBAT justify, in writing, with textual evidence, the	Meets expectations if student: <ul style="list-style-type: none"><li>● <b>Wrote initial</b></li></ul>	Tell students that today they will engage in a Paper Pass, a type of silent debate that will allow them to begin to synthesize their thinking, creating a bridge



## Were Immigrants Welcome in the United States?

	<p><b>EVIDENCE:</b> Ability to develop interpretations defended by evidence. (SS09-GR.HS-S.1-GLE.1)</p>	<p>extent to which immigrants were welcome in the United States in the late 1800s and early 1900s, using agree/disagree phrases (I agree because..., I disagree because...).</p>	<p><b>response to the prompt, including relevant evidence cited and explained</b></p> <ul style="list-style-type: none"> <li>Responded to each initial prompt written, including relevant evidence cited and explained</li> <li><b>Wrote "original thinking statement"</b></li> </ul>	<p>between the reading and writing processes of this LDC module.</p> <p>Give each student a piece of lined paper and ask them to take five minutes to write an initial response to the task prompt: To what extent were immigrants welcome in the United States in the late 1800s and early 1900s?</p> <p>Tell students to refer back to their texts and their Stoplight Graphic Organizers to cite and explain at least one piece of evidence in support of their claim. Set a timer for five minutes.</p> <p>When time is up, have students exchange papers and read the response they have just received, taking five minutes to respond, citing and explaining a new piece of evidence as part of their response:</p> <ul style="list-style-type: none"> <li>I agree because...</li> <li>I disagree because...</li> <li>I partially agree because...however...</li> </ul> <p>Repeat the passing of the paper 1–3 more times. He students return the papers. Ask them to read through the responses on their own papers and conclude by writing an "original thinking statement" with one of the following sentence stems:</p> <ul style="list-style-type: none"> <li>My original thinking was confirmed because...</li> <li>My original thinking has changed because...</li> <li>My original thinking has been partially confirmed because... however...</li> </ul>
<p>Standards:</p> <p><b>1.2.</b> : The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time</p> <p><b>1.1.</b> : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence</p> <p><b>WHST.9-10.9</b> : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>WHST.9-10.1</b> : Write arguments focused on discipline-specific content.</p> <p><b>RH.9-10.1</b> : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>				
<b>Writing Process</b>				
30 mins	<p><b>PLANNING THE WRITING &gt; INTRODUCTORY PARAGRAPH:</b> Ability to develop and strengthen the writing of the claim and introductory paragraph by planning.</p>	<p><b>CLAIM AND INTRODUCTORY PARAGRAPH OUTLINE</b></p> <p>SWBAT develop and strengthen a claim, in writing, in response to the teaching task prompt: To what extent were immigrants welcome in the United States in the late 1800s and early 1900s, using compound sentences.</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> <li>Wrote a claim</li> <li><b>Wrote a thesis statement based on the claim</b></li> <li>Outlined a hook</li> <li>Outlined background information</li> </ul>	<p>Ask students to return to their Paper Pass and re-read their reflection at the end.</p> <p>Distribute the TEA Outline Graphic Organizer and ask students:</p> <p><i>Based on your reflection response at the end of the Paper Pass, what is your claim? To what extent were immigrants welcome in the United States in the late 1800s and early 1900s</i></p> <p>Have students note their claim at the top of the graphic organizer in the appropriate spot.</p> <p>Distribute the Writing a Thesis Statement handout to students. Review the first section with the class: "What Is a Thesis Statement?" Ask students to</p>


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				<p>underline or highlight the most important phrase or word in each bullet point as you review it. Have students set the handout aside.</p> <p>Ask them to return to their graphic organizer and, based on what they now understand, turn their claims into thesis statements and write those in the appropriate spot on their graphic organizers. Have students use the questions in the “How Do I Know If My Thesis Statement Is Strong?” section to evaluate their thesis statement and edit as needed.</p> <p>Review the “Sample Thesis Statement” section with students and ask them to go back and evaluate their thesis statement. Does it look more like the first example? The second? The third? Allow students additional time to edit their thesis statements based on their evaluation.</p> <p>Distribute the Essay Writing: Hook Statements handout to students. Tell students to use this handout as a resource as they write a hook for their essay in the TEA Outline Graphic Organizer. Ask them to outline background information they want to include in their introductory paragraph, filling in one or more bullet points in the TEA Outline Graphic Organizer.</p>
	<p>Standards:</p> <p><b>CAS HIGH SCHOOL HISTORY GLE 2</b> : The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.</p> <p><b>CAS HIGH SCHOOL HISTORY GLE 1</b> : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.</p> <p><b>WHST.9-10.9</b> : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>WHST.9-10.4</b> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.9-10.5</b> : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.9-10.1</b> : Write arguments focused on discipline-specific content.</p>			
	<p>Additional Attachments:</p> <p>🔗 <b>Essay Writing: Hook Statements</b></p> <p>🔗 <b>Writing a Thesis Statement</b></p> <p>🔗 <b>TEA Outline Graphic Organizer</b></p>			
30 mins	<p><b>PLANNING THE WRITING &gt; BODY PARAGRAPHS:</b></p> <p>Ability to develop and strengthen the writing of the body paragraphs by planning.</p>	<p><b>BODY PARAGRAPHS OUTLINE</b></p> <p>SWBAT develop, and support with analysis of substantive evidence, in writing, three reasons in support of a claim, in response to the question, To what extent were immigrants welcome in the United States in the late 1800s and early</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> <li>• <b>Outlined at least three body paragraphs with topic sentences, substantive evidence, and thorough analysis</b></li> </ul>	<p>Ask students to return to their TEA Outline Graphic Organizer. Model for students a sample paragraph outline via a “We Do”:</p> <ul style="list-style-type: none"> <li>• Ask a student to volunteer a topic sentence and write it on the board.</li> <li>• Ask students to turn and talk with their groups, finding a piece of evidence to support the topic sentence. They can use their Stoplight Graphic Organizers and their texts. Call on a group to share their evidence and write it on the board.</li> <li>• Ask students to turn and talk with their groups: <i>What analysis (or explanation) would you</i></li> </ul>

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		1900s, using transition words and phrases (in addition, while, for example, in other words, etc.).		<p><i>provide for this evidence?</i></p> <p>Ask students to work independently to outline at least three body paragraphs based on this model.</p>
	<p>Standards:</p> <p><b>1.2.</b> : The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time</p> <p><b>1.1.</b> : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence</p> <p><b>WHST.9-10.9</b> : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>WHST.9-10.4</b> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.9-10.5</b> : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.9-10.1</b> : Write arguments focused on discipline-specific content.</p>			
	<p>Additional Attachments:</p> <p> <b>TEA Outline Graphic Organizer</b></p>			
15 mins	<p><b>PLANNING THE WRITING &gt; COMPETING VIEW PARAGRAPH:</b> Ability to develop and strengthen the writing of the competing view paragraph by planning.</p>	<p><b>COMPETING VIEW PARAGRAPH OUTLINE</b></p> <p>SWBAT refute a competing view (counterclaim), in writing, in response to the question, To what extent were immigrants welcome in the United States in the late 1800s and early 1900s, using contrast words (however, although, despite, but, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> <li><b>Outlined competing view paragraph, including identifying the competing view, explaining the objection to the competing view, and supporting the objection with substantive evidence</b></li> </ul>	<p>Ask students to return to their TEA Outline Graphic Organizer. Explain that part of their argument must include addressing a (or the) competing view.</p> <p>Review the competing view paragraph page of the Graphic Organizer. Ask students to fill out the outline for the competing view paragraph.</p>
	<p>Standards:</p> <p><b>1.2.</b> : The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time</p> <p><b>1.1.</b> : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence</p> <p><b>WHST.9-10.9</b> : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>WHST.9-10.4</b> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.9-10.5</b> : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.9-10.1</b> : Write arguments focused on discipline-specific content.</p>			
	<p>Additional Attachments:</p> <p> <b>TEA Outline Graphic Organizer</b></p>			
15 mins	<p><b>PLANNING THE WRITING &gt; CONCLUDING</b></p>	<p><b>CONCLUDING PARAGRAPH OUTLINE</b></p> <p>SWBAT summarize and</p>	<p>Meets expectations if student:</p>	<p>Explain to students that they must close their essay with a concluding paragraph. Ask them to return to their TEA Outline Graphic Organizer and</p>

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	<p><b>PARAGRAPH:</b> Ability to develop and strengthen the writing of the concluding paragraph by planning.</p>	<p>draw conclusions in support of a claim, in writing, in response to the question, To what extent were immigrants welcome in the United States in the late 1800s and early 1900s, using compound sentences.</p>	<ul style="list-style-type: none"> <li>● <b>Outlined the concluding paragraph, including restating the thesis, summarizing key points, and either reminding the reader of the importance and/or tying back to the hook</b></li> </ul>	<p>review the concluding paragraph page. Ask students to fill out the outline for the concluding paragraph.</p>
	<p>Standards:</p> <p><b>1.2. :</b> The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time</p> <p><b>1.1. :</b> Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence</p> <p><b>WHST.9-10.9 :</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>WHST.9-10.4 :</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.9-10.5 :</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.9-10.1 :</b> Write arguments focused on discipline-specific content.</p> <p>Additional Attachments:</p> <p> <b>TEA Outline Graphic Organizer</b></p>			
1 hr	<p><b>DEVELOPMENT &gt; DRAFTING THE ESSAY:</b> Ability to introduce and develop claims and counterclaims, supplying data and evidence for each, and creating an organization that establishes clear relationships among the claims, counterclaims, reasons, and evidence.</p>	<p><b>INITIAL DRAFT</b> SWBAT argue, in writing, their response to the question, To what extent were immigrants welcome in the United States in the late 1800s and early 1900s, using transition words and phrases (additionally, similarly, however, while, etc.)</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> <li>● Wrote complete draft with all parts (introductory paragraph, at least three body paragraphs, competing view paragraph, concluding paragraph)</li> <li>● <b>Supported the thesis statement in the body of the essay by citing and analyzing/explaining textual evidence as well as refuting a counterclaim</b></li> </ul>	<p>Ask students to use their TEA Outline to draft their essay. Encourage students to re-read the prompt partway through writing, to check that they are on track.</p>
	<p>Standards:</p> <p><b>L.9-10.1 :</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.9-10.6 :</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>L.9-10.2 :</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>1.2. :</b> United States history (Reconstruction to the present):</p> <p><b>1.1. :</b> Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence</p>			

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**WHST.9-10.9** : Draw evidence from informational texts to support analysis, reflection, and research.

**WHST.9-10.4** : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.9-10.1** : Write arguments focused on discipline-specific content.

Additional Attachments:

 **TEA Outline Graphic Organizer**

30 mins

### **REVISION, EDITING, AND COMPLETION > PEER REVIEW WORKSHOP**

**WORKSHOP**: Ability to develop and strengthen writing by revising.

### **PEER REVIEW CHECKLIST**

SWBAT evaluate, in writing, peers' responses to the teaching task prompt, To what extent were immigrants welcome in the United States in the late 1800s and early 1900s, using comparative words and phrases (stronger, clearer, more specific, more concise, etc.).

Meets expectations if student:

- **Provided clear suggestions for improvement**
- Participated in clarifying conversation
- Starred three most important next steps for revision

Assign students to trios. Give each a copy of the Argumentative Essay Peer Review Checklist and have them write their name at the top.

Tell students that they will have the opportunity to receive feedback from two peers. They should provide one another with specific feedback in the form of suggestions.

Model for students an example and a non-example:

- Example: Your evidence is strong, but I think if you used evidence from both "The Chinese Panic" and the "Uncle Sam's Lodging-House" political cartoon, it would help to strengthen your argument further.
- Non-example: You didn't use the political cartoons.

Have students trade initial drafts, passing both their draft and checklist clockwise. Give them 10–12 minutes to comment on the first essay.

Have them rotate drafts and checklists a second time and allow approximately 10–12 minutes for them to comment on the second essay.

Ask students to return drafts and checklists to the students who wrote them. Allow everyone approximately two minutes to review their checklists and five minutes to ask their group clarifying questions about suggestions provided, as needed.

Have students look at the feedback they received and star what they see as their three most important next steps for revision.

Standards:

**1.2.** : The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time

**1.1.** : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence

**SL.9-10.1** : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**WHST.9-10.9** : Draw evidence from informational texts to support analysis, reflection, and research.

**WHST.9-10.4** : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.9-10.5** : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.9-10.1** : Write arguments focused on discipline-specific content.

## Were Immigrants Welcome in the United States?

Additional Attachments:				
🔗 <b>Argumentative Essay Peer Review Checklist</b>				
30 mins	<b>REVISION, EDITING, AND COMPLETION &gt; FINAL DRAFT:</b> Ability to develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach.	<b>FINAL DRAFT</b> SWBAT argue, in writing, their response to the question, To what extent were immigrants welcome in the United States in the late 1800s and early 1900s, using transition words and phrases (additionally, similarly, however, while, etc.)	Meets expectations if student: <ul style="list-style-type: none"> <li>Wrote final draft with all parts (introductory paragraph, at least three body paragraphs, competing view paragraph, concluding paragraph), incorporating feedback from peer revision workshop</li> <li><b>Supported the thesis statement in the body of the essay by citing and analyzing/explaining textual evidence as well as refuting a counterclaim</b></li> </ul>	Ask students to use feedback received during the peer revision workshop to revise their initial draft and create a final draft.
Standards: <p><b>L.9-10.1</b> : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.9-10.6</b> : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>L.9-10.2</b> : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>1.2</b> : United States history (Reconstruction to the present):</p> <p><b>1.1</b> : Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence</p> <p><b>WHST.9-10.9</b> : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>WHST.9-10.4</b> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.9-10.5</b> : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.9-10.1</b> : Write arguments focused on discipline-specific content.</p>				
Additional Attachments:				
🔗 <b>TEA Outline Graphic Organizer</b>				

## Instructional Resources

No resources specified

## *Section 4: What Results?*

### ***Student Work Samples***

#### ***Approaches Expectations***

 **Paper #1.pdf**

 **Paper #6.pdf**

#### ***Not Yet***

 **Paper #2.pdf**

 **Paper #3.pdf**

#### ***Meets Expectations***

 **Paper #4.pdf**

 **Paper #5.pdf**

#### ***Teacher Reflection***

Not provided

## ***All Attachments***

 **Were Immigrants Welcome? Political Cartoons** : <https://s ldc.org/u/7zekdvi4rtbgd90zpnvoxyn1n>

 **New York Times: "Landed on Ellis Island: New Immigration Buildings Opened Yesterday"** : <https://s ldc.org/u/14gotsdvzny16akonutcy96u>

 **Harper's Weekly: "The Chinese Panic" (Excerpts)** : <https://s ldc.org/u/11ejfqp5al7b3cj33dg5jnum2>

 **New York Times: "Bonjour, America!"** : <https://s ldc.org/u/58xqfmsmbqx1oqyb8qdizte3>

 **Paper #1.pdf** : <https://s ldc.org/u/9ld3kr9ekb7w1o68ni4ijc93f>

 **Paper #2.pdf** : <https://s ldc.org/u/agmdodivl4bp40czo2jamo9u1>

 **Paper #3.pdf** : <https://s ldc.org/u/beo7jtt0hbi8s3guk8rfxv4lw>

 **Paper #4.pdf** : <https://s ldc.org/u/8jap6iygieh67dnobn0iffa1>

 **Paper #5.pdf** : <https://s ldc.org/u/8behssy2n1sjvd1imew8o3e1t>

 **Paper #6.pdf** : <https://s ldc.org/u/2nqqyxpjzmqua2jlvkf47ob1k>