

# Out of Many One: Reading Comprehension and Writing through the Study of Immigration

Grade Level: 2<sup>nd</sup> Grade

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Length of Unit: Ten Lessons

## I. ABSTRACT

This is a cross-curricular unit on immigration. Reading comprehension and writing skills are incorporated throughout the unit. Activities will focus on increasing student's abilities to recall and comprehend details while discovering that people from all around the world live in America. It teaches students what it means to be an immigrant, hardships faced and reasons for leaving countries of origin. Students will learn about Ellis Island, the Statue of Liberty, the main areas settled, and the naturalization process while giving students comprehension tools.

## II. OVERVIEW

### A. Concept Objectives

1. The students will become familiar with reading comprehension strategies
2. The students will learn how to compose an informational paragraph.
3. The students will become familiar with what it means to be an immigrant, hardships faced, and reasons for leaving countries of origin.
4. The students will become familiar with America's most famous symbol of liberty.
5. The students will develop an awareness of what it means to be an American citizen.

### B. Content from the Core Knowledge Sequence

1. Language Arts
  - a. Spelling, Grammar, and Usage
    - (1) Recall incidents, characters, facts and details of stories and other texts. [p.43]
    - (2) Write legibly on standard-ruled notebook paper. [p.44]
    - (3) With assistance, produce written work with a beginning, middle, and end, and when appropriate organize material in paragraphs. [p.43]
  2. American History and Geography
    - a. Immigration and Citizenship
      - (1) America perceived as a "land of opportunity" [p. 50]
      - (2) The meaning of "e pluribus unum" (a national motto you can see on the back of coins) [p. 50]
      - (3) Ellis Island and the significance of the Statue of Liberty [p. 50]
      - (4) Millions of newcomers to America (Large populations of immigrants settle in major cities [p. 50]
      - (5) The idea of citizenship [p. 50]

### C. Skill Objectives from the Edmond Public School Information Literacy Skills

1. Reading/Language Arts
  - a. The student will restate or paraphrase facts and details found in text as an aid to comprehension and recall. (2.2.1)
  - b. The student will recall and recognize relevant details in a passage by responding to questions that ask who, what, where, and when. (3.1.2)

- c. The student will print uppercase and lowercase letters legibly in words and sentences. (6.3.1)
- 2. Social Studies
  - a. The student will read a simple timeline and sequence events chronologically. (1.2.2)
  - American continent. (1.1.5)
  - b. The student will match a country with a food, dress, dwelling or language from that country. (3.1.2)
  - c. The student will use K-W-L charts (what the student knows, what the student wants to know and what the student has learned) to demonstrate comprehension. (3.4.5)

### III.BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. Quiri, Patricia Ryon. *The Statue of Liberty*. Children’s Press, New York, 1998. ISBN 0-516-20628-1
  - 2. Streissguth, Tom. *Say It with Music A Story About Irving Berlin*. Carolrhoda Books, Inc. /Minneapolis, 1994. ISBN 0-87614-810-0
- B. For Students
  - 1. Geography: spatial sense
  - 2. Reading Comprehension and Response: Discuss how, why, and what-if questions about both fiction and non-fiction texts.

### IV.RESOURCES

- A. Books
  - 1. Kroll, Steven. *Ellis Island Doorway to Freedom*. Holiday House, New York, 1995. ISBN 0-8234-1192-3
  - 2. Maestro, Betsy. *Coming to America*. Scholastic INC., 555 Broadway, New York, NY, 100012, 1996. ISBN 0-590-44151-5
  - 3. Maestro, Betsy and Giulio. *The Story of the Statue of Liberty*. Lothrop, Lee and Shepard Books, New York, 1986. ISBN 0-688-05774-8
  - 4. Michel, Margaret. *Exploring Social Studies The Mailbox*. The Education Center, Inc., 1994. ISBN 1-56234-105-7
  - 5. Quiri, Patricia Ryon. *Ellis Island*. Children’s Press, New York,1998. ISBN 0-516-20622-2
  - 6. Quiri, Patricia Ryon. *The Satue of Liberty*. Children’s Press, New York, 1998. ISBN 0-516-20628-1
  - 7. Stevens, Carla. *Lilly and Miss Liberty*. New York. Toronto. London. Auckland. Sydney: Scholastic Inc. ISBN 0-590-44920-6

### V. LESSONS

#### Lesson One: Title Setting the Stage

- A. Daily Objectives
  - 1. Concept Objective(s)
    - a. The students will become familiar with reading comprehension strategies.
    - b. The students will become familiar with America’s most famous symbol of liberty.
  - 2. Lesson Content
    - a. Spelling, Grammar and Usage: Recall incidents, characters, facts and details of stories and other texts. [p.43]

- b. Immigration and Citizenship: Ellis Island and the significance of the Statue of Liberty [p. 50]
  - 3. Skill Objective(s)
    - a. The student will restate or paraphrase facts and details found in text as an aid to comprehension and recall. [EPSILS (2.2.1)]
    - b. The student will recall and recognize relevant details in a passage by responding to questions that ask who, what, where, and when. [EPSILS (3.1.2)]
    - c. The student will use K-W-L charts (what the student knows, what the student wants to know and what the student has learned) to demonstrate comprehension. [EPSILS (3.4.5)]
- B. Materials
  - 1. Out of Many One Challenge Packets and Checklist (Appendix A and B)
  - 2. K-W-L chart (Appendix C)
  - 3. Book: *Lilly and Miss Liberty* by Carla Stevens
  - 4. Story Comprehension Rubric and Story Comprehension Chart (Appendix D)
  - 5. Crown pattern (See the book *Lily and Miss Liberty* for the pattern.)
  - 6. Yellow construction paper
  - 7. Scissors, pencil, and stapler
  - 8. Bell
  - 9. Large piece of blue construction paper folded in half for each student
- C. Key Vocabulary
  - 1. pedestal – The base that supports a column, statue, vase, or the like.
  - 2. buckram – A coarse, stiffened fabric used in binding books, lining garments. Etc.
- D. Procedures/Activities
  - 1. The teacher will fold the blue construction paper in half to make a booklet in which students will keep their work.
  - 2. The teacher will give Out of Many One Challenge Packets to those students who need to be challenged further. The teacher will go over the Challenge Packet Checklist so students are aware of expectations. (Appendix A)
  - 3. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
  - 4. The teacher will help the students complete the Know and Want to know part of the K-W-L chart. (I made a poster using Appendix C and then typed the student's responses to put on the chart.)
  - 5. The teacher will show the students the book *Lily and Miss Liberty* by Carla Stevens. Introduce reading comprehension strategies. **Skimming:** Ask students to look at the title, pictures and the number of chapters. **Setting A Purpose For Reading:** Are we reading this book for pleasure, or are we reading to learn something? **Comprehension:** While I am reading try to make pictures in your mind. Ask yourself why the author wrote the book. Decide if the book is fiction or non-fiction. The teacher will then read *Lily and Miss Liberty* by Carla Stevens.
  - 6. The teacher will go over the Story Comprehension Chart Rubric (Appendix D) so the students will know the expectations. After the completion of the chart the students will help the teacher decide the score for each section.
  - 7. With help from the teacher, students will complete the Story Comprehension Chart (Appendix D) by answering the following questions. *Who are the main characters? What is the setting? What is the major problem in the story? What*

*is the solution to the problem?* (The students will be using this chart again in another lesson so it is important to model an **EXCELLENT** chart!)

8. R&R (RING AND RETELL): The teacher will divide students into four groups. Have each group sit in a circle facing in. The teacher will pick one student to start retelling the story of *Lily and Miss Liberty*. When the bell rings the student to the right will take up where the last student left off. The next student will start when the bell rings again. This will continue until each student has an opportunity to retell part of the story.
  9. The students will make a crown similar to the one worn by Lily in the story *Lily and Miss Liberty*. (The pattern can be found in *Lily and Miss Liberty*.)
- E. Assessment/Evaluation
1. The teacher will informally assess students during the completion of the Know and What you want to know portion of the K-W-L chart. (Targeted learning styles: Visual and Auditory Learner)
  2. The teacher will informally assess the student's understanding of relevant details during the retelling of *Lily and Miss Liberty*. (Targeted learning style: Auditory Learner)

### **Lesson Two: "Old World" and "New World"**

- A. Daily Objectives
1. Concept Objective(s)
    - a. The students will become familiar with reading comprehension strategies.
    - b. The students will become familiar with what it means to be an immigrant, hardships faced, and reasons for leaving countries of origin.
  2. Lesson Content
    - a. Spelling Grammar and Usage: Recall incidents, characters, facts and details of stories and other texts. [p.43]
    - b. Spelling Grammar and Usage: Write legibly on standard-ruled notebook paper. [p.44]
    - c. Immigration and Citizenship: Millions of newcomers to America (Large populations of immigrants settle in major cities [p. 50])
  3. Skill Objective(s)
    - a. The student will print uppercase and lowercase letters legibly in words and sentences. [EPSILS (6.3.1)]
    - b. The student will restate or paraphrase facts and details found in text as an aid to comprehension and recall. [EPSILS (2.2.1)]
- B. *Materials*
1. Writing paper, pencil, prisma pencils
  2. "Old World" and "New World" chart (Appendix E)
  3. Book: *Coming to America* by Betsy Maestro
  4. World map
- C. *Key Vocabulary*
1. culture - The entire way of life of a particular people, including its customs, religions, ideas, inventions, tools, etc.
  2. nationality - The condition of belonging to a particular nation, as by birth or naturalization.
  3. "Old World" continents - Africa, Asia and Europe
  4. "New World" continents - Australia, North America and South America
- D. *Procedures/Activities*

1. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
  2. Before reading *Coming to America* by Betsy Maestro the teacher will reintroduce the reading comprehension strategies. **Skimming:** Ask students to look at the title, pictures and the number of chapters. **Setting A Purpose For Reading:** Are we reading this book for pleasure, or are we reading to learn something? **Comprehension:** While I am reading try to make pictures in your mind. Ask yourself why the author wrote the book. Decide if the book is fiction or non-fiction.
  3. The teacher will read and discuss the story *Coming to America* by Betsy Maestro. Comprehension Questions: **IMPORTANT DETAILS:** *Who were the Native Americans distant relatives?* (Early hunters who wandered over the land bridge from Asia to what is now Alaska are their distant relatives.) *Name two reasons people came to the "New World"?* (Riches, land and religion) **DRAW CONCLUSIONS:** *Tell what immigrants faced when they arrived on Ellis Island.* (Inspectors and long lines)
  4. The teacher will help students locate continents of the "Old World" and "New World" on a world map.
  5. The students will identify, label and color the continents showing the "Old World" and "New World". (Appendix E)
  6. Students will complete a printing page for their Out of Many One booklet. Printing page: "Old World" and "New World" There are probably more different races and nationalities peacefully living together in the U.S. than in any other country. This is one difference between the countries of the Old World and the New World. The U.S. is the largest and richest New World Country, so it has the most cultures.
- E. *Assessment/Evaluation*
1. The teacher will collect the printing page and formally assess to see that words and sentences are legible. (Targeted learning styles: Visual and Tactile/Kinesthetic Learners)
  2. The teacher will informally assess the student's understanding of relevant details during discussion times. (Targeted learning style: Auditory and Learner)
  3. The teacher will formally assess students completed chart to see if they included "New World" continents: North America, South America, and Australia and "Old World" continents: Africa, Europe, and Asia. (+6/6) (Targeted learning styles: Visual and Tactile/Kinesthetic Learner)

### **Lesson Three: "e pluribus unum"**

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. The students will become familiar with reading comprehension strategies.
  - b. The students will become familiar with what it means to be an immigrant, hardships faced, and reasons for leaving countries of origin.
2. Lesson Content
  - a. Spelling Grammar and Usage: Recall incidents, characters, facts and details of stories and other texts. [p.43]
  - b. Spelling Grammar and Usage: Write legibly on standard-ruled notebook paper. [p.44]

- c. Immigration and Citizenship: The meaning of “e pluribus unum” (a national motto you can see on the back of coins) [p. 50]
  - 3. Skill Objective(s)
    - a. The student will print uppercase and lowercase letters legibly in words and sentences. [EPSILS (6.3.1)]
    - b. The student will restate or paraphrase facts and details found in text as an aid to comprehension and recall. [EPSILS (2.2.1)]
- B. *Materials*
  - 1. Writing paper, drawing paper, crayons, pencil
  - 2. Book: *Coming to America* by Betsy Maestro
  - 3. World map
  - 4. Coins: half dollar, quarter, dime, nickel, penny
  - 5. Large cooking pot, wooden spoon
  - 6. Index card for each student
- C. *Key Vocabulary*
  - 1. Latin - The language of ancient Rome.
  - 2. motto - A word or short phrase that expresses a principle or slogan inscribed on a seal, coins, etc.
- D. *Procedures/Activities*
  - 1. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
  - 2. The teacher, with the students help will list all of the countries talked about in the book *Coming to America* by Betsy Maestro. (*Netherlands, Sweden, Germany, Finland, Whales, Africa, Scotland, Switzerland, Ireland, Norway, Greece, Hungary, Serbia, China, Mexico, Russia, Cuba, Haiti, and Spain*)
  - 3. Assign each student one country. Have them write the name on an index card and decorate it with bright colors. (*If there are not enough countries for each child to have one, discuss with students other countries from which American’s have immigrated. [Iran, Japan, France, etc]*)
  - 4. The teacher will place a large card face down with Americans written on it in the bottom of the pot. Then have each student bring their card to the front of the room and place it in the pot. As the cards are being added the teacher will pretend to stir the cards. After each student has placed their card in the pot ask students what all the cards make. Then the teacher will pull out the large card with the word Americans written on it. (*Out of many one...Americans or “e pluribus unum”.*)
  - 5. Discuss with the student’s reasons why “e pluribus unum” is our National Motto. (*Because our country is made up of many nationalities.*) Ask the students if they have ever seen this motto written on anything. (*American coins*) Let students find the motto on a half dollar, quarter, dime, nickel, and penny.
  - 6. Students will complete a printing page for their Out of Many One booklet. Printing page: “*e pluribus unum*” The founders of our country believed that out of many groups of people they could become one nation. Their idea came from the Latin phrase “e pluribus unum” that means “out of many, one”. This is our national motto and is printed on all of our coins.
- E. *Assessment/Evaluation*
  - 1. The teacher will collect the printing page and formally assess to see that words and sentences are legible. (Targeted learning styles: Visual and Tactile/Kinesthetic Learners)

2. The teacher will informally assess the student’s understanding of relevant details during discussion times. (Targeted learning style: Auditory and Learner)

#### **Lesson Four: Land of Opportunity**

##### **A. Daily Objectives**

1. Concept Objective(s)
  - a. The students will become familiar with reading comprehension strategies.
  - b. The students will become familiar with what it means to be an immigrant, hardships faced, and reasons for leaving countries of origin.
2. Lesson Content
  - a. Spelling Grammar and Usage: Recall incidents, characters, facts and details of stories and other texts. [p.43]
  - b. Spelling Grammar and Usage: Write legibly on standard-ruled notebook paper. [p.44]
  - c. Immigration and Citizenship: America perceived as a “land of opportunity” [p. 50]
3. Skill Objective(s)
  - a. The student will print uppercase and lowercase letters legibly in words and sentences. [EPSILS (6.3.1)]
  - b. The student will restate or paraphrase facts and details found in text as an aid to comprehension and recall. [EPSILS (2.2.1)]

##### **B. Key Vocabulary**

1. opportunity - A right or convenient time, occasion, or circumstance; good chance.
2. determined - To decide firmly; resolve.

##### **C. Materials**

1. Writing paper, drawing paper, pencils, and crayons
2. *Land of Opportunity* page (Appendix F)
3. Books: *Watch the Stars Come Out* by Riki Levinson (Six to ten books for a reading group.)

##### **D. Procedures/Activities**

1. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
2. Before the students silently read *Watch the Stars Come Out* by Riki Levinson repeat the comprehension strategies. **Skimming:** Ask students to look at the title, pictures and the number of chapters. **Setting A Purpose For Reading:** Am I reading this book for pleasure, or to learn something? **Comprehension:** While you are reading try to make pictures in your mind. Ask yourself why the author wrote the book. Decide if the book is fiction or non-fiction.
3. When all the students have had a chance to read the book, the teacher will lead a discussion. **DRAW CONCLUSIONS:** *Who was the story about? (The story was about the little girl’s great-grandma. Why were the little girl and her brother on the boat alone? (They were all alone because her mother, father and sister were already in America. Her two younger brothers would have to wait to come until they were older.)* **IMPORTANT DETAILS:** *Where did she stay when she was on the ship? (She stayed in the bottom of the boat.)* **CAUSE/EFFECT:** *Why did the little girl start to cry? (She started to cry because she did not see her Mama and Papa.)* **PERSONAL RESPONSE:** *Why did her mother call their apartment a palace? (It was nicer than anything they had in the “Old*

*Country”.) How were the little girl and her great-grandmother alike? (They both had red hair and they both like to go to bed early and count the stars.)*

3. The teacher will lead a discussion about the reasons immigrant families left their homeland. *Most immigrants were determined to make a better life for their families. Many immigrants came to find religious freedom. Some came to find jobs and a better way of life. Others came to find gold and silver. Still others came for the free land.*
  4. On the *Land of Opportunity* page (Appendix F) the students will draw the following symbols to represent the reasons for leaving their homeland. *(1. a bible with the word religion under it and a store with the word jobs under it; 2. a covered wagon with the word land under it 3. a mine with the word silver under it 4. a stream with yellow specks with the word gold under it.)*
  5. Students will complete a printing page for their Out of Many One booklet. Printing page: *Land of Opportunity* Many people from every continent around the world believes that America is the “land of opportunity” for a better life. Those brave and determined people who are willing to risk everything and leave the country of their birth to make a new home in the United States are called immigrants.
- E. *Assessment/Evaluation*
1. The teacher will collect the printing page and formally assess to see that words and sentences are legible. (Targeted learning styles: Visual and Tactile/Kinesthetic Learners)
  2. The teacher will informally assess the student’s understanding of relevant details during discussion times. (Targeted learning style: Auditory and Learner)
  3. The teacher will formally assess student’s drawings by checking to see if students included all five reasons for emigrants to leave their homeland. +5/5 (Appendix F) (Targeted learning style: Visual, Auditory, and Tactile/Kinesthetic Learners)

### **Lesson Five: Many Countries**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. The students will become familiar with reading comprehension strategies.
  - b. The students will become familiar with what it means to be an immigrant, hardships faced, and reasons for leaving countries of origin.
2. Lesson Content
  - a. Spelling Grammar and Usage: Recall incidents, characters, facts and details of stories and other texts. [p.43]
  - b. Spelling Grammar and Usage: Write legibly on standard-ruled notebook paper. [p.44]
  - c. Immigration and Citizenship: Millions of newcomers to America (Large populations of immigrants settle in major cities [p. 50]
3. Skill Objectives
  - a. The student will print uppercase and lowercase letters legibly in words and sentences. [EPSILS (6.3.1)]
  - b. The student will read a simple timeline and sequence events chronologically. [EPSILS (1.2.2)]
  - c. The student will restate or paraphrase facts and details found in text as an aid to comprehension and recall. [EPSILS (2.2.1)]

B. *Materials*

1. Writing paper, drawing paper, pencil, crayons



2. World map and United States map
  3. Timeline (Appendix G)
  4. Books: *Watch the Stars Come Out* by Riki Levinson (Six to ten books for a reading group.)
  5. Story Comprehension Rubric and Story Comprehension Chart (Appendix D)
- C. *Key Vocabulary*
1. poverty - The condition of being very poor.
  2. escape - To break out or get free.
  3. xenophobia - Fear of foreigners.
- D. *Procedures/Activities*
1. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
  2. Before the students read out loud *Watch the Stars Come Out* by Riki Levinson discuss fluency strategies. **FLUENCY STRATEGIES:** *Use the context clues to help you with unfamiliar words. Read with expression using punctuation clues.* The teacher will then ask students to summarize the story. What was life like on the boat? What were the hardships the little girl and her brother faced? (*They faced hunger, over crowding, darkness, and loneliness.*)
  3. The teacher will go over the Story Comprehension Rubric (Appendix D) so students are aware of the expectations.
  4. The students will then fill in the Story Comprehension Chart (Appendix D)
  5. The teacher will lead a discussion about the three time periods of American immigration and the reasons for settling in major cities. *Between 1600 and 1700 many people came to America from England, Scotland, Germany, Holland and Africa. The Africans were brought to America and forced to be slaves. This time period is called the "Colonial" time period. During the "Old" time period from 1776 to 1890 many people came from Ireland because of the potato famine. Also during this time period many came from China, Germany, Sweden and Norway to work in the gold mines and for free land. From 1890 to 1900 is the "New" period where millions came from Europe to find a better life. Most of these immigrants settled in groups in the large cities on the coasts of America. After a while many decided to be a part of the westward expansion.*
  6. On a world map the teacher will help students locate the countries mentioned during the discussion time.
  7. The students will write the countries named during the discussion time on the correct time period and then color the pictures. (Appendix G) (*"colonial": England, Scotland, Germany, Holland, and Africa "old": Ireland, China, Germany, Sweden, and Norway "new": European countries*)
  8. The students will complete a printing page for their Out of Many One booklet. Printing page *Many Countries* American immigration is divided into three time periods. During the "colonial" period most immigrants were from England, Scotland, Germany, Holland and Africa. More than two million people from Ireland came during the "old" period as well as many Chinese and thousands from Germany, Sweden and Norway. Finally, in the "new" period millions came to escape poverty and over-crowding in Europe.
- E. *Assessment/Evaluation*
1. The teacher will collect the printing page and formally assess to see that words and sentences are legible. (Targeted learning styles: Visual and Tactile/Kinesthetic Learners)

2. The teacher will informally assess the student's understanding of relevant details during discussion times. (Targeted learning style: Auditory Learner)
3. The teacher will formally assess the timeline to make sure student have written the names of the countries on each period. (Appendix G) (Targeted learning style: Visual, Auditory, and Tactile/Kinesthetic Learners)
4. The teacher will formally assess the student's Story Comprehension Chart by using the Story Comprehension Chart Rubric. (Targeted learning style: Visual and Auditory Learners)

### **Lesson Six: The Difficult Trip**

#### **A** *Daily Objectives*

1. Concept Objective(s)
  - a. The students will become familiar with reading comprehension strategies
  - b. The students will become familiar with what it means to be an immigrant, hardships faced, and reasons for leaving countries of origin.
2. Lesson Content
  - a. Spelling Grammar and Usage: Recall incidents, characters, facts and details of stories and other texts. [p.43]
  - b. Spelling Grammar and Usage: Write legibly on standard-ruled notebook paper. [p.44]
  - c. Immigration and Citizenship: Millions of newcomers to America (Large populations of immigrants settle in major cities [p. 50]
3. Skill Objectives
  - a. The student will print uppercase and lowercase letters legibly in words and sentences. [EPSILS (6.3.1)]
  - b. The student will restate or paraphrase facts and details found in text as an aid to comprehension and recall. [EPSILS (2.2.1)]
  - c. The student will match a country with a food, dress, dwelling or language from that country. [EPSILS (3.1.2)]

#### **B** *Materials*

1. Book: *Say It with Music A Story About Irving Berlin* by Tom Streissguth.
2. Writing paper, pencil
3. Irving Berlin Web (Appendix H)

#### **C** *Key Vocabulary*

1. steerage - The part of a passenger ship open to passengers paying the lowest fares. In former times it offered little or no comfort or privacy.
2. famous - Very well known and often mentioned or praised.

#### **D** *Procedures/Activities*

1. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
2. Before the teacher reads the first two chapters in *Say It with Music A Story About Irving Berlin* review the comprehension strategies. **Skimming:** Ask students to look at the title, pictures and the number of chapters. **Setting A Purpose For Reading:** Are we reading this book for pleasure, or are we reading to learn something?
3. With the help of the teacher students will fill in questions one, two and three on the Irving Berlin Web. (Appendix H) **IMPORTANT DETAILS:** 1. *Where was Irving Berlin from? (Moghilev, Russia)* 2. *When and why did he leave his country? (He left his country in the 1800s because they were Jewish and they*

*were forced out of their homes by the Russian government.) 3. What city did he settle in? (New York City)*

4. The students will complete a printing page for their Out of Many One booklet. *The Difficult Trip* Most immigrants were poor and many fathers came first, found jobs and then sent for their families. Crossing the Atlantic took about three weeks and was a difficult trip for those who had only enough money for a steerage ticket. Arriving in the United States was exciting and frightening.

E. *Assessment/Evaluation*

1. The teacher will collect the printing page and formally assess to see that words and sentences are legible. (Targeted learning styles: Visual and Tactile/Kinesthetic Learners)
2. The teacher will informally assess the student's understanding of relevant details during discussion times. (Targeted learning style: Auditory Learner)
3. The teacher will informally assess students Irving Berlin Web page to see that questions one, two, and three are answered correctly. (Targeted learning styles: Auditory and Visual Learner)

**Lesson Seven: The Statue of Liberty**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. The students will become familiar with reading comprehension strategies.
  - b. The students will become familiar with America's most famous symbol of liberty.
2. Lesson Content
  - a. Spelling Grammar and Usage: Recall incidents, characters, facts and details of stories and other texts. [p.43]
  - b. Spelling Grammar and Usage: Write legibly on standard-ruled notebook paper. [p.44]
  - c. Immigration and Citizenship: Ellis Island and the significance of the Statue of Liberty [p. 50]
3. Skill Objectives
  - a. The student will print uppercase and lowercase letters legibly in words and sentences. [EPSILS (6.3.1)]
  - b. The student will restate or paraphrase facts and details found in text as an aid to comprehension and recall. [EPSILS (2.2.1)]

B. *Materials*

1. Book: *Say It with Music A Story About Irving Berlin* by Tom Streissguth.
2. Writing paper, pencil
3. Irving Berlin Web (Appendix H)
4. Book: *The Story of the Statue of Liberty* by Betsy and Giulio Maestro
5. Several helium balloons and 42' ribbon
6. Tape measure

C. *Key Vocabulary*

1. refuse – Worthless things; trash.
2. teem – To be full and almost overflowing.
3. tempest – A violent wind or storm.

D. *Procedures/Activities*

1. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.

2. The teacher will read and discuss chapters three and four in *Say It with Music A Story About Irving Berlin* by Tom Streissguth.
  3. With the help of the teacher students will fill in questions four and five on the Irving Berlin Web. (Appendix H) **IMPORTANT DETAILS:** 4. *What was one hardship that he faced when he came to America? (His family was very poor and he had to stand on street corners selling newspapers.)* 5. *How did Irving Berlin become famous? (Irving Berlin became a famous song writer. A few of the famous songs he wrote were God Bless America, Easter Parade, and Alexander's Ragtime Band)*
  4. Before the teacher reads *The Story of the Statue of Liberty* by Betsy and Giulio Maestro review comprehension strategies. **Skimming:** Ask students to look at the title, pictures and the number of chapters. **Setting A Purpose For Reading:** Are we reading this book for pleasure, or are we reading to learn something?
  5. Then discuss the symbols of the Statue of Liberty. **IMPORTANT DETAILS:** 1. *Crown: seven seas and seven continents* 2. *Torch: light to welcome visitors to America* 3. *Tablet: July 4, 1776* 4. *Broken Chains: freedom from bondage*
  6. On a sheet of drawing paper the students will illustrate all four symbols of Miss Liberty.
  7. The teacher and students will read and discuss the poem *The New Colossus* by Emma Lazarus. At this time the teacher will encourage students to memorize the last five lines of the poem. (You can find this in *The Story of the Statue of Liberty* by Betsy and Giulio Maestro.)
  8. The students will measure and mark on a ribbon the length of the Statue of Liberty's eye 2' 6", nose 4' 6", index finger 8", head (ear to ear) 10', hand 16' 5", head (top to bottom) 17' 3", arm 42'. Then the teacher will tie the ribbon to helium balloons. Take the students outside and let the balloons go up showing the length of each object.
  9. The students will complete a printing page for their Out of Many One booklet. *The Statue of Liberty* Many immigrants became famous for their achievements, but America's most famous immigrant, the Statue of Liberty, was a gift from France. Miss Liberty was designed as a lighthouse to light the way to freedom. Bartholdi's Liberty Enlightening the World was dedicated in 1886 to celebrate America's 100<sup>th</sup> birthday.
- E. *Assessment/Evaluation*
1. The teacher will collect the printing page and formally assess to see that words and sentences are legible. (Targeted learning styles: Visual and Tactile/Kinesthetic Learners)
  2. The teacher will informally assess the student's understanding of relevant details during discussion times. (Targeted learning style: Auditory Learner)
  3. The teacher will informally assess students Irving Berlin Web page to see that questions four and five are answered correctly. (Targeted learning styles: Auditory and Visual Learner)
  4. The teacher will formally assess student's drawings by checking to see if students included all four symbols of The Statue of Liberty. +4/4 (Targeted learning style: Visual, Auditory, and Tactile/Kinesthetic Learners)

### **Lesson Eight: Ellis Island**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. The students will become familiar with reading comprehension strategies.

- b. The students will become familiar with what it means to be an immigrant, hardships faced, and reasons for leaving countries of origin.
    - 2. Lesson Content
      - a. Spelling Grammar and Usage: Recall incidents, characters, facts and details of stories and other texts. [p.43]
      - b. Spelling Grammar and Usage: Write legibly on standard-ruled notebook paper. [p.44]
      - c. Immigration and Citizenship: Ellis Island and the significance of the Statue of Liberty [p. 50]
    - 3. Skill Objectives
      - a. The student will print uppercase and lowercase letters legibly in words and sentences. [EPSILS (6.3.1)]
      - b. The student will restate or paraphrase facts and details found in text as an aid to comprehension and recall. [EPSILS (2.2.1)]
- B. *Materials*
  - 1. Writing paper and pencil
  - 2. Books: *Ellis Island Doorway to Freedom* by Steven Kroll and *Say It with Music A Story About Irving Berlin* by Tom Streissguth.
  - 3. Irving Berlin Web (Appendix H)
- C. *Key Vocabulary*
  - 1. hall - A room at the entry of a house or building; lobby.
  - 2. contagious disease – A disease easily spread from one person to another.
- D. *Procedures/Activities*
  - 1. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
  - 2. The teacher will read and discuss chapters five and six in *Say It with Music A Story About Irving Berlin* by Tom Streissguth.
  - 3. With the help of the teacher students will fill in question six on the Irving Berlin Web. (Appendix I) **IMPORTANT DETAILS: 6.** How did Irving Berlin become famous? (*Irving Berlin became famous by writing songs. A few of the famous songs he wrote were God Bless America, Easter Parade, and Alexander’s Ragtime Band*)
  - 4. Before the teacher reads *Ellis Island Doorway to Freedom* by Steven Kroll review comprehension strategies. **Skimming:** Ask students to look at the title, pictures and the number of chapters. **Setting A Purpose For Reading:** Are we reading this book for pleasure, or are we reading to learn something? 5. Then the teacher will read and discuss *Ellis Island Doorway to Freedom*. **IMPORTANT DETAILS:** *Anyone who seemed to have something wrong was marked with a special label. Can you name one? (L for lameness, H for heart disease) What was the most feared exam? (Eye exam) What was written on the door that left Ellis Island? (Push To New York.) Can you visit Ellis Island? (Yes, it is a museum that is open to the public.)*
  - 6. The students will complete a printing page for their Out of Many One booklet. *Ellis Island* Before immigrants could enter the U.S. they had to pass through Ellis Island. In many languages it was called the “Isle of Tears”. The newcomers were crowded into a huge, noisy hall to stand in line and wait to be examined by doctors and questioned by officers. Most were allowed to immigrate, but many were sent back and families were sometimes split up.
- E. *Assessment/Evaluation*

1. The teacher will collect the printing page and formally assess to see that words and sentences are legible. (Targeted learning styles: Visual and Tactile/Kinesthetic Learners)
2. The teacher will informally assess the student's understanding of relevant details during discussion times. (Targeted learning style: Auditory Learner)
3. The teacher will informally assess students Irving Berlin Web page to see that questions four and five are answered correctly. (Targeted learning styles: Auditory and Visual Learner)

### **Lesson Nine: Naturalization**

#### **A. Daily Objectives**

1. Concept Objective(s)
  - a. The students will develop an awareness of what it means to be an American citizen.
2. Lesson Content
  - a. Spelling Grammar and Usage: Write legibly on standard-ruled notebook paper. [p.44]
  - b. Immigration and Citizenship: The idea of citizenship [p. 50]
3. Skill Objectives
  - a. The student will recall and recognize relevant details in a passage by responding to questions that ask who, what, where, and when. [EPSILS (3.1.2)]
  - b. The student will print uppercase and lowercase letters legibly in words and sentences. [EPSILS (6.3.1)]
  - c. The student will restate or paraphrase facts and details found in text as an aid to comprehension and recall. [EPSILS (2.2.1)]

#### **B. Materials**

1. Writing paper and pencil
2. Copies of What's Your United States IQ? Found in *Exploring Social Studies: Units* from the Intermediate Mailbox Magazine page 125

#### **C. Key Vocabulary**

1. process - A series of operations or a method for producing something.
2. citizen - A person who is born in or made a member of a country or nation. He or she has certain rights and owes certain duties.

#### **D. Procedures/Activities**

1. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
2. The teacher will lead a discussion about the requirements for becoming a United States citizen.  
(A. Be at least 18 years old. B. Have legally lived in U.S. as permanent residents for five years. C. Prove that they have lived by generally accepted moral standards for the last five years. D. Prove their loyalty to American principles of government. E. Be able to read, write and speak English Adapted from *Exploring Social Studies: Units from the Intermediate Mailbox Magazine* page 12)
3. The teacher will help students complete the mock naturalization test. (*What's Your United States IQ?* found in *Exploring Social Studies: Units* from the Intermediate Mailbox Magazine page 125)
4. The students will complete a printing page for their Out of Many One booklet: *Naturalization People* can become an American citizen either by birth or naturalization. Naturalization is a legal process to become an American citizen.

Part of the naturalization process involves taking a test on American government and history.

- E. *Assessment/Evaluation*
1. The teacher will collect the printing page and formally assess to see that words and sentences are legible. (Targeted learning styles: Visual and Tactile/Kinesthetic Learners)
  2. The teacher will informally assess the student's understanding of relevant details during discussion times. (Targeted learning style: Auditory Learner)
  3. The teacher will informally assess the What's Your United States IQ? page. (Targeted learning style: Auditory Learner)

## **VI. CULMINATING ACTIVITY**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. The students will learn how to compose an informational paragraph
    - b. The students will become familiar with what it means to be an immigrant, hardships faced, and reasons for leaving countries of origin.
    - c. The students will become familiar with America's most famous symbol of liberty.
  2. Lesson Content
    - a. Spelling, Grammar, and Usage: With assistance, produce written work with a beginning, middle, and end, and when appropriate organize material in paragraphs. [p.43]
    - b. Immigration and Citizenship: America perceived as a "land of opportunity" [p. 50]
    - c. Immigration and Citizenship: The meaning of "e pluribus unum" (a national motto you can see on the back of coins) [p. 50]
    - d. Immigration and Citizenship: Ellis Island and the significance of the Statue of Liberty [p. 50]
  3. Skill Objectives
    - a. The student will recall and recognize relevant details in a passage by responding to questions that ask who, what, where, and when. [EPSILS (3.1.2)]
    - b. The student will restate or paraphrase facts and details found in text as an aid to comprehension and recall. [EPSILS (2.2.1)]
    - c. The student will use K-W-L charts (what the student knows, what the student wants to know and what the student has learned) to demonstrate comprehension. [EPSILS (3.4.5)]
- B. *Materials*
1. Writing paper and pencil
  2. Irving Berlin Web (Appendix H)
  3. Irving Berlin Writing Rubric (Appendix I)
  4. Key Vocabulary Rubric (Appendix J)
  5. Script for Liberty Showcase (Appendix K)
  6. CD: *Irving Berlin 100<sup>th</sup> Anniversary Collection* by MCA Records.
  7. K-W-L Chart (Appendix C)
  8. Parent Assessment Form (Appendix L)
- C. *Key Vocabulary*
1. Review key vocabulary words.
- D. *Procedure/Activities*

1. Students will choose three of the key vocabulary words and write sentences using them correctly in context. The teacher will go over the Key Vocabulary Rubric with the students so they are aware of the expectations. (Appendix J)
2. The teacher will go over the Irving Berlin Writing Rubric (Appendix I) so the students are aware of the expectations. Using the completed graphic organizer (Appendix H) the students will write an informative paper about Irving Berlin. (Telling who, how, what, where, when, and why)
3. The teacher will help the students complete the *Learned* section of the K-W-L chart. (Appendix C)
4. With the help of the music teacher the students will perform a program entitled Liberty Showcase. See script for complete details. (Appendix K)

E .*Assessment/Evaluation*

1. The teacher will formally assess the students writing by using the “Irving Berlin” Writing Rubric. (Appendix J) (Targeted learning styles: Visual and Auditory Learners)
2. The teacher will formally assess student’s use of key vocabulary words in context by using the Key Vocabulary Rubric. (Appendix I) (Targeted learning styles: Visual and Auditory Learner)
3. The teacher will informally assess students during the completion of the *Learned* section of the K-W-L chart. (Targeted learning style: Visual and Auditory Learner)
4. The parents will formally assess their child’s knowledge of the unit by filling out the Parent Assessment Form. (Appendix I) (Targeted learning style: Visual and Tactile/Kinesthetic Learner)

## VII. HANDOUTS/WORKSHEETS

Appendices A, B, C, D, E, F, G, H, I, J, K, L

## VIII. BIBLIOGRAPHY

A. Books

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  14. Shaw, Janet Beeler. *Meet Kirsten*. Pleasant Company, New York, 1986. ISBN0-937295-01-9
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  16. Stevens, Carla. *Lilly and Miss Liberty*. New York. Toronto. London. Auckland. Sydney: Scholastic Inc. ISBN 0-590-44920-6
  17. Streissguth, Tom. *Say It with Music A Story About Irving Berlin*. Carolrhoda books, Inc., Minneapolis, 1994. ISBN 0-87614-810-0
- B. Compact Disc
1. MCA Records. *Irving Berlin 100<sup>th</sup> Anniversary Collection*. MCA RecordsInc., 1988. MCAD-39324

Out of Many One  
Out of Many One Challenge Packet  
(Appendix A)

A. Pick one of the following book titles.

- *The Keeping Quilt* by Patricia Polacco
- *Molly's Pilgrim* by Barbara Cohen
- *Sam Ellis's Island* by Beatrice Siegel
- *If Your Name Was Changed at Ellis Island* by Ellen Levine
- *Dreaming of America an Ellis Island Story* by Eve Bunting
- *A Picnic in October* by Eve Bunting
- *Meet Kirsten An American Girl* by Janet Beeler Shaw

B. Read the book and then fill in the following questions.

1. Title \_\_\_\_\_
2. Author \_\_\_\_\_
3. Illustrator \_\_\_\_\_
4. Main Characters  
\_\_\_\_\_  
\_\_\_\_\_
5. Setting  
\_\_\_\_\_  
\_\_\_\_\_
6. Problem  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Solution  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

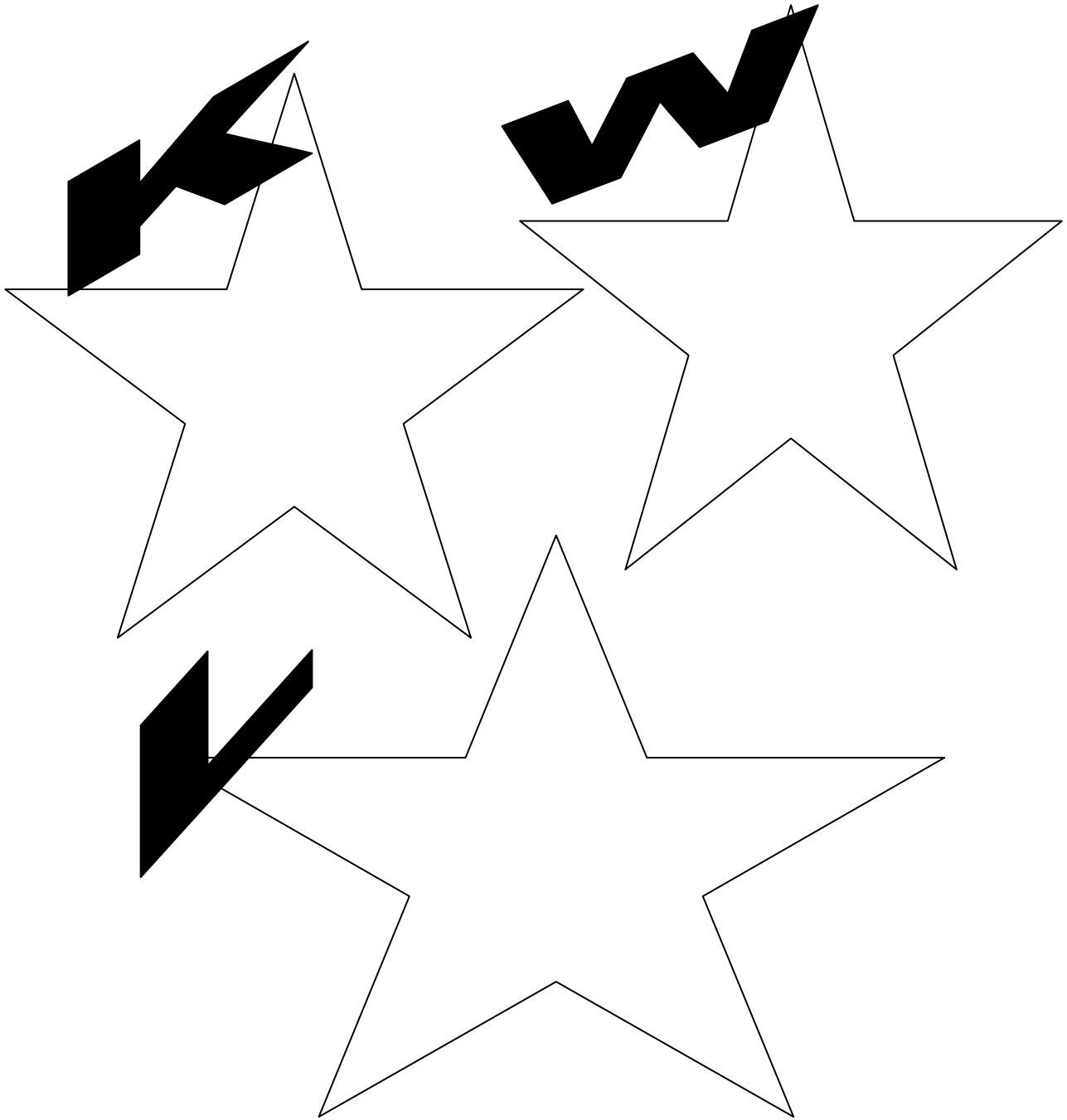
C. Use the information above to give an oral book report to the class. **Your goal is to encourage the class to read the book!**

Out of Many One  
Out of Many One Challenge Packet Self Evaluation Checklist  
Appendix B

Student \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

<b>Traits</b>	<b>Yes/No</b>	<b>Teacher Comments</b>
My story was clear.		
I gave enough details.		
I looked at my audience when I was speaking.		
My goal was to encourage the class to read the book. I met my goal! 😊		

Out of Many One  
Appendix C



Out of Many One  
Appendix D

**Story Comprehension Rubric**

<b>Traits</b>	<b>Score</b>	<b>Teacher Comments</b>
Main Characters are listed and spelled correctly.		
The setting is described using descriptive adjectives and is written in complete sentences.		
The problem in the story is stated clearly and is written in complete sentences.		
The solution to the problem tells about the conclusion of the story and is written in complete sentences.		

\_\_\_\_ 4  
Excellent

\_\_\_\_ 3  
Good

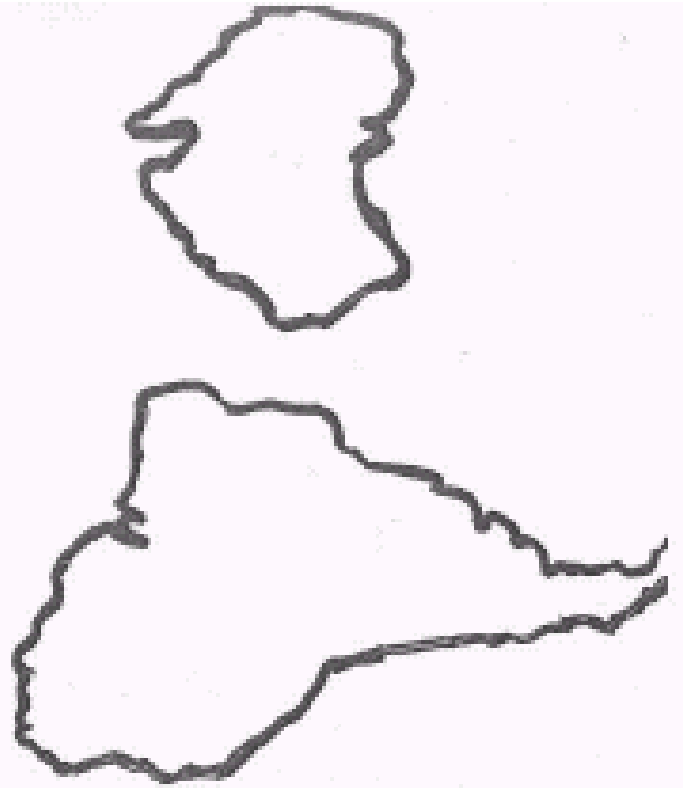
\_\_\_\_ 2  
Acceptable

\_\_\_\_ 1  
Below

**Story Comprehension Chart**

<b>Main Characters</b>	<b>Setting</b>	<b>Problem</b>	<b>Solution</b>

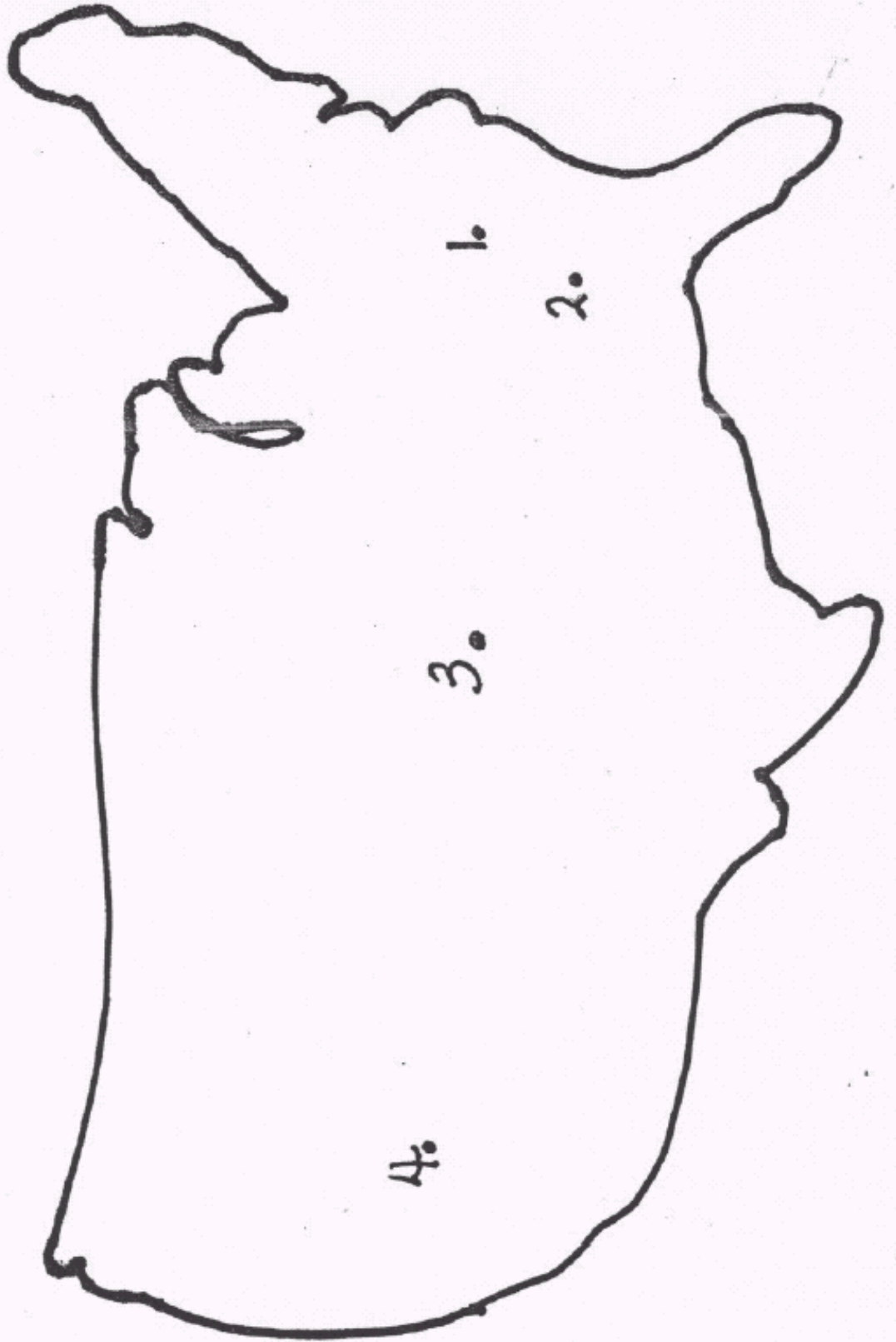
NEW WORLD



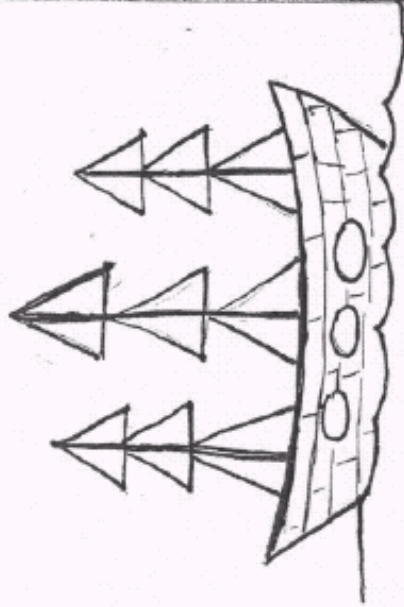
OLD WORLD



# LAND OF OPPORTUNITY

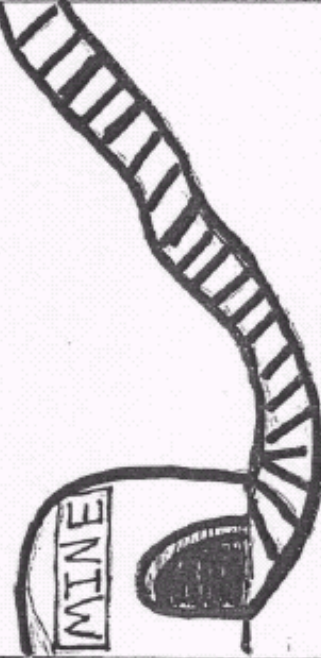
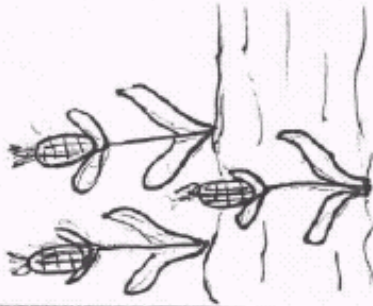


1600s - 1776



COLONIAL

1776 - 1890



OLD

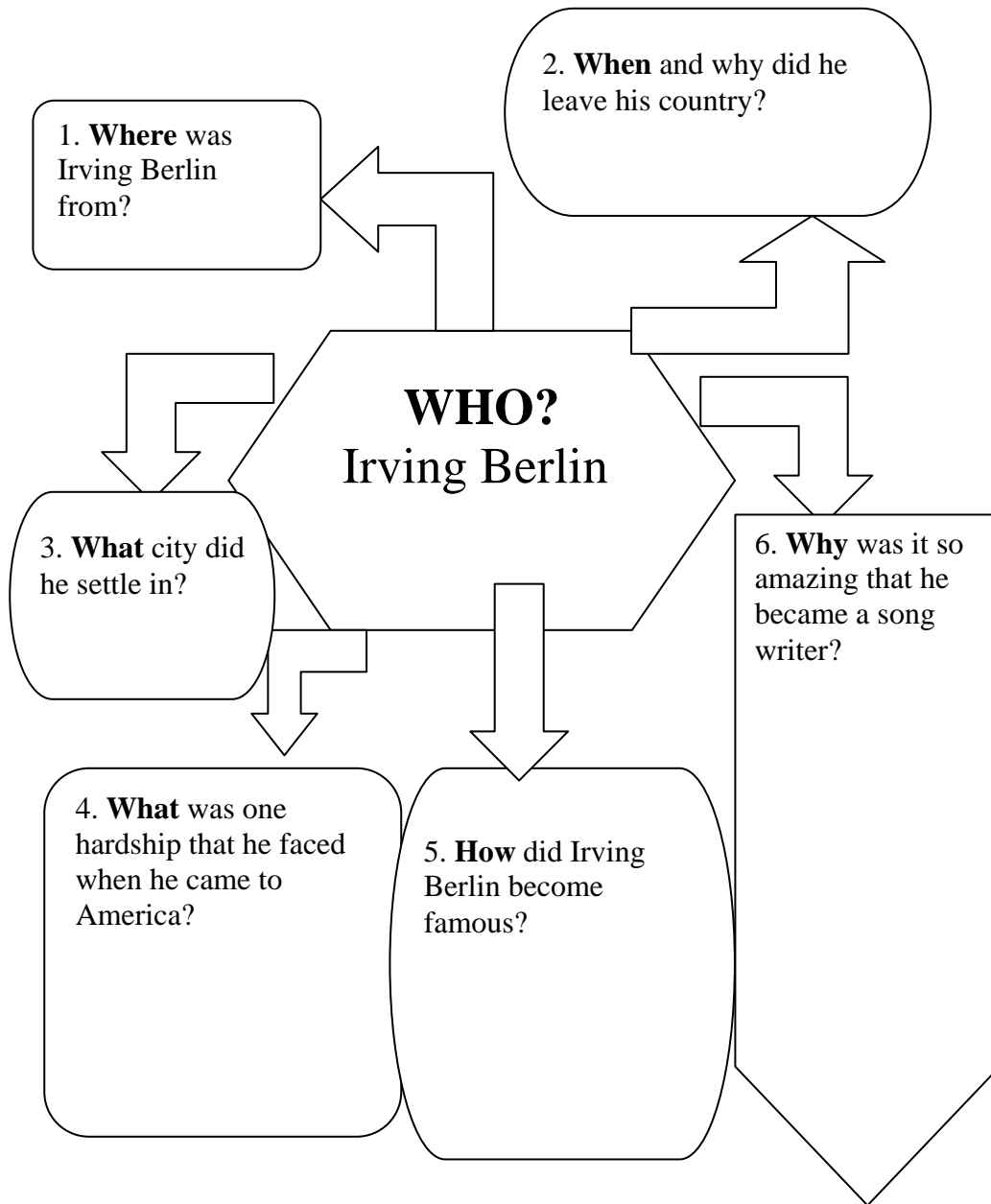
1890s - 1900s



NEW



Out of Many One  
Appendix H



Out of Many One  
Irving Berlin Writing Rubric  
Appendix I

Student \_\_\_\_\_ Teacher \_\_\_\_\_ Score \_\_\_\_\_

Traits	Score	Teacher Comments
Topic sentence clearly relates to main idea. (Irving Berlin's life)		
Who, what, when, where, why, and how, questions are answered.		
Punctuation is correct.		
Capitalization is correct.		

\_\_\_\_ 4 (Excellent)  
\_\_\_\_ 2 (Acceptable)

\_\_\_\_ 3 (Good)  
\_\_\_\_ 1 (Unacceptable)

Out of Many One  
Key Vocabulary Rubric  
Appendix J

Traits	Score	Teacher Comments
Spelled the key vocabulary words correctly.		
Used the three key vocabulary words correctly in context.		
Punctuation is correct.		
Capitalization is correct.		

\_\_\_\_ 4 (Excellent)  
\_\_\_\_ 2 (Acceptable)

\_\_\_\_ 3 (Good)  
\_\_\_\_ 1 (Unacceptable)

Out of Many One  
Script for Liberty Showcase  
(Appendix K)

*Students will be spotlighted in front of the entire school. They will be presenting information about immigration and highlighting Irving Berlin as one famous immigrant. One third of the students will dress up in their Easter clothes. (Example - Girls: dress and bonnet Boys: jacket and slacks) One third will dress as immigrant children. (Example - Girls: shawl and long skirt Boys: Rolled up pants and suspenders) One third of the class will dress in red, white and blue.*

*Students will walk into the auditorium to the song There's No Business Like Show Business.*

**Speaker One: Welcome to our Second Grade Liberty Showcase about immigration and the Statue of Liberty.**

**Speaker Two: For many years the United States has been the envy of the world, thanks to the contributions of those amazing immigrants.**

**Speaker Three: Irving Berlin is an example of an immigrant who became famous for his achievements in music. He wrote this famous song.**

*Those students who are dressed in their Easter clothes, boys and girls armed linked together will parade down the center aisle while the other students sing Easter Parade.*

**Speaker Three: Some other of Mr. Berlin's songs that you might recognize are White Christmas, Anything You Can Do, I Can Do Better, There's No Business Like Show Business, and Puttin' On the Ritz.**

**Speaker Four: The people of France had watched and admired the struggle for democracy and freedom of 13 small colonies against the British. France decided to give the United States a gift that would be a tribute to this liberty. That gift has become known as the Statue of Liberty.**

*Students who are dressed as immigrants will go up on the stage and after Speaker Five has read his/her lines they will join in and recite the last five lines of "The New Colossus".*

**Speaker Five: Emma Lazarus wrote a poem describing the Statue of Liberty welcoming new comers to America. We would like to recite the last five lines for you now.**

*All students will recite the last five lines and on the last line "I lift my lamp beside the golden door!" all students will raise their right hand.*

*Students who are dressed in red, white and blue will go to the stage after the other students come down to sing and sign God Bless America.*

**Speaker Six: We would like to honor Irving Berlin and all immigrants who have helped make our country great by singing and signing one of his most famous songs, God Bless America**

*All students will sign and sing God Bless America.*

**Speaker Seven: Thank you for coming to our Second Grade Liberty Showcase about immigration and the Statue of Liberty.**

*Students will exit to the song There's No Business Like Show Business.*

Appendix L

Parent Assessment Form

Date Due: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Unit: \_\_\_\_\_

Parent Signature \_\_\_\_\_

**Parents, please answer the following questions about our unit of study.**

1. Did your child enjoy sharing information about this unit with you? If so, please share it.

\_\_\_\_\_  
\_\_\_\_\_

2. Please ask your child to name three of the vocabulary words and their meanings learned in this unit.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. Please ask your child to share five facts they learned in this unit.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

4. What was your child's favorite part of this unit? \_\_\_\_\_

\_\_\_\_\_

5. Comments \_\_\_\_\_

\_\_\_\_\_

6. Have your child use the back of this paper to illustrate their favorite lesson from this unit

**You and your child are encouraged to use their unit booklet to answer these questions.**