



<p style="text-align: center;">K</p> <p style="text-align: center;">What we observe</p>	<p style="text-align: center;">W</p> <p style="text-align: center;">What we think we know and What we want to learn</p>	<p style="text-align: center;">L</p> <p style="text-align: center;">Where/how will we learn?</p>
<p>People:</p>	<p>Why do you think they're doing this?</p>	<p>Where could you find the answers?</p>
	<p>How do you think they are feeling?</p>	
<p>Objects:</p>	<p>When do you think this picture was taken?</p>	
	<p>How do you know?</p>	
<p>Action (What are they doing?):</p>	<p>Other questions this photo raises</p>	



Vocabulary List

Discrimination	The practice of treating people in a less kind or fair way because of prejudice. Immigrants were often discriminated against.
“Entry port”	A city that served as a door or gate for entering the United States. There were many of these cities. Ellis Island in New York City was the most famous and the most used port.
Foreigner	A person who is from another country.
Immigrant	A person who comes into a foreign country to make a new home.
Manifest	A list of passengers or freight on a ship or plane.
Native	A person who was born in a certain place or region.
Origin	The point or place, from which someone comes.
“Push/Pull factors”	Unfavorable conditions in a country that pushed people to come to America or favorable things in America, which pulled them to come here.
Steerage	Inside the ship toward the bottom, usually used for cargo, was changed to hold passengers with bunk beds along the sides.
Unsanitary	A condition of being dirty, germ laden, unclean and unhealthy.
Visa	Something written or stamped on a passport by an official of a country. It shows that the person who holds the passport has permission to enter the country.



Family Immigration History: Take Home Sheet

In studying immigration history this month, we are learning people in the United States come from many different places in the world. During the course of this unit, we will talk about where our ancestors once lived. If you know any of the information requested below, please answer the questions to the best of your ability and return them to school with your child as soon as possible. Because you may not know or wish to share this information for various reasons, we offer an alternative way you can answer the questions and participate in the class activities. The information will be shared only with your child's teacher and the other children in the class. This is a learning exercise only.

Are you Native American? If, so to which tribe(s) do you belong?

Did you live in a different country before you came to the United States?

What was the name of that country?

If you did not immigrate, do you know where any of you and/or your child's ancestors lived before they came to the United States? (For example: Kenya, Ireland, China, Russia, El Salvador; or Africa, Europe, Asia, South America, Central America.) If you do not know this information, that's fine. This is a chance to use your imagination and "adopt" a country from which you would like to imagine your ancestors emigrated.



Do you know when any of your ancestors came to the United States?

Do you know how they traveled to arrive here?

Do you know where they settled originally? Do you still have family in that area?



Bringing History Home – Student Learning Chart

Activity #:		Student Name:	
Unit Title:			

Content Goals	Thorough Understanding Demonstrated by (4-5 pts)	Limited Understanding Demonstrated by (2-3 pts)	Does Not Understand Demonstrated by (0-1 pts)
Totals:			

Process Goals	Thorough Understanding Demonstrated by (4-5 pts)	Limited Understanding Demonstrated by (2-3 pts)	Does Not Understand Demonstrated by (0-1 pts)
Totals:			

Increasing Literacy through History Learning

Correlates to Immigration History Lesson Plans

http://www.bringinghistoryhome.org/downloads/Second/2_Imm_LessonPlans.pdf

Activity 1: What is Immigration?

Literacy Activities in the Lesson:

1. Vocabulary Building: Focus on "immigration."
2. Graphic Organizer: Find home town, state, New York and Russia on maps to build schema for video.
3. Questioning (before, during and after) the video to discuss Fievel's family travels (track on map).
4. Writing: family origin worksheet.

Activity 2: KWL

Literacy Activities in the Lesson:

1. Graphic organizer: KWL Chart. Access prior knowledge (schema) about immigration so far.
2. Questioning before, during and after read aloud of Right Here on This Spot.

Activity 3: Who and Where?

Literacy Activities in the Lesson:

1. Questioning before, during and after read aloud of Watch the Stars Come Out.
2. Determining Importance/Noting Detail- students examine a ship's manifest to determine if immigrants were male/female, young/old, job held.

Activity 4: When and Why? A Timeline

Literacy Activities in the Lesson:

No activities for this lesson.



Activity 5: How?

Literacy Activities in the Lesson:

1. Questioning before, during and after read aloud of **Life at Ellis Island**.
2. Visualizing - students examine photos and compare them to images from the book.

Activity 6: Life in America

Literacy Activities in the Lesson:

1. Questioning before, during and after read alouds of **Going Home** and **Apple Pie Fourth of July**.
2. Visualizing: students examine photos to see immigrants in all walks of American life.
3. Questioning before, during and after read aloud of **Going Home**.
4. Questioning before, during, and after read aloud of **The Keeping Quilt**.

Activity 7: Mind Maps

Literacy Activities in the Lesson:

1. Questioning before, during and after read alouds of **Going Home** and **Apple Pie Fourth of July**.
2. Visualizing: students examine photos to see immigrants in all walks of American life.
3. Questioning before, during and after read aloud of **Going Home**.
4. Questioning before, during, and after read aloud of **The Keeping Quilt**.

Activity 8: Exchange of Cultures Festival

Literacy Activities in the Lesson:

See below.



Literacy Activities incorporated by BHH pilot teachers, in addition to those in the original BHH lesson.

- ❖ Applied Writing - Students create passport by writing personal information.