

UNIT 3 ADDENDUM

Table of Contents

UNIT SYNOPSIS	1
CONTENT STANDARDS.....	4
ROADMAP.....	9

UNIT SYNOPSIS

PURPOSE: Why study immigration?

Even before the United States became an independent nation, people from around the world had been moving to this land. Immigrants often came to the United States to escape hardship in their countries of origin and to find new opportunities in the United States, whose streets were rumored to be “paved with gold.” In this unit, you will introduce your students to the rich history and heritage of these immigrants and their experiences in the United States. The National Standards for History call for elementary students to “describe ‘through their eyes’ the experience of immigrant groups...information such as where they came from and why they left, travel experiences, ports of entry and immigration screening, and the opportunities and obstacles they encountered when they arrived in America.” This unit is an opportunity for your students to investigate these concepts while engaging in immersive project-based learning.

This unit organizes a study of immigration across time and place, focusing first on the major waves of immigration to the East and West coasts of the United States that began in the mid-19th century and then on the experiences of immigrant communities in our country today. Students are transported back in time to imagine the streets of turn-of-the-century New York City and San Francisco to investigate the hardships faced and the communities developed by immigrants in this new land. As you guide students through this unit, they will learn more

about the daily lives and cultures of diverse immigrants and the communities they built. This approach prepares students to understand the contemporary experiences of immigrants today as part of a much longer and broader history of immigration—and, often, of discrimination—in the United States.

This unit is also designed to combat some common misconceptions about immigrants in history. By highlighting the experiences of diverse immigrants, rather than just those from Europe, students will gain a broader understanding of the diversity of immigrant experiences upon arriving on American soil. Students will also compare and contrast the experiences of immigrants once they arrived in the United States, for example, how the experiences and hardships faced by the Chinese in the West were similar to and different from those faced by Russian Jews in the East, to better understand the ways in which immigrants arriving from different places and at different periods of time faced unique challenges and contributed to American culture in distinct ways. This unit challenges the idea that the United States was only a “land of opportunity,” instead painting a more complex and balanced picture of the struggles and triumphs of life in a new country.

You will use highly engaging, culturally relevant, whole-class Read Aloud books to introduce and reinforce key historical information. First, students will learn about immigrants and their experiences during the major waves of immigration in the mid-19th and early-20th centuries, and later, they will explore the lives of immigrants, refugees, and migrants coming to the United States today.

Connection to the Scope and Sequence: Your students began their historical studies this year by exploring the Indigenous people of the Northeast and early European colonization. This unit continues your year-long investigation of the people, events, problems, and ideas that have shaped the cultural heritage of the United States by introducing the diverse people who later came to this country and reshaped the fabric of the nation. As you begin this unit, connect this study of immigrants back to students’ earlier studies of life in America before Europeans arrived and during the colonial period. Lavinia partners who use our Insight curriculum in Grade 1 can also connect this study back to students’ previous studies of communities long ago, including their past units on Indigenous American communities as well as Mexico and the West.

Following this unit, your students will continue their studies of culture and diversity in one more Insight Social Studies™ unit on the Harlem Renaissance. By the end of this sequence, your second graders will be able to explain the diverse tapestry of indigenous America, European, Asian, and other diverse immigrant groups and African American communities. This knowledge provides an essential foundation from which to expand the scope of their historical study to topics about broader United States history as third graders.

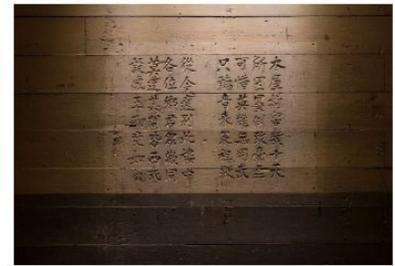


Image depicting Chinese poetic verse carved into the wall of the Angel Island Detention Center, from the Library of Congress

Goals: Throughout this unit, students will develop a deep understanding of the experiences of immigrants from the 19th century through today. Students will develop an understanding of why many people have immigrated to the United States throughout history. They will also understand the hardships suffered and the new opportunities found by immigrants across the United States in the past and present.

Standards-Based Historical Content Knowledge and Essential Questions: This unit develops students' understanding of the standards-based key ideas listed below. The Essential Questions are based on the National Standards for History listed in Appendix A. They also drive foundational understandings that will prepare your students for historical studies of diverse communities in the rest of second grade and beyond. This unit focuses on inspiring curiosity about different cultures and people who make up the diverse communities of the United States. Returning often to the following key ideas and Essential Questions and understanding how each lesson introduces or deepens students' grasp of these ideas will help you keep instruction focused on the most important standards in this unit.

- **Who are immigrants? Why did immigrants from around the world come to the United States?** Immigrants are people who leave their home countries and move to start a life in a new country. Immigrants often came from across the world to escape oppression, violence, or disaster in their home countries, to find jobs and opportunities in the United States, or both.
- **What was life like for immigrants once they arrived in the United States? What hardships and opportunities did immigrants experience in the United States?** Immigrants often arrived at Ellis Island in New York or Angel Island in San Francisco, where they had to confront disease, strict tests, and discrimination before being allowed into the United States. Once in the United States, immigrants found jobs and established strong communities, but many faced continued discrimination and were forced to perform hard labor in low-paying jobs.

CONTENT STANDARDS

Below are the standards **taught** and **assessed** in this unit.

Unit Standards (UCLA National Standards)

- **Standard 1B:** The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values.
- **Standard 3C:** The student understands the various other groups from regions throughout the world who came into his or her own state or region over the long-ago and recent past.
- **Standard 4E:** The student understands national symbols through which American values and principles are expressed.
- **Standard 5:** The student understands the causes and nature of various movements of large groups of people into and within the United States, now and long ago.
- **Standard 6:** The student understands regional folklore and cultural contributions that helped to form our national heritage.

Texas Alignment (TEKS)

History:

2.2: The student understands how historical figures helped shape the community, state, and nation. The student is expected to:
(B) describe how people and events have influenced local community history.

Geography

2.3: The student uses simple geographic tools, including maps and globes. The student is expected to:

(A) identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend;

2.4: The student understands the location of places in their community, state, country, and the world. The student is expected to:

(A) identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes; and

(B) locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes.

Economics

2.7: The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:

(A) distinguish between producing and consuming;

(B) identify ways in which people are both producers and consumers; and

Government:

2.8 - The student understands the purpose of governments. The student is expected to:

(A) identify functions of governments such as establishing order, providing security, and managing conflict; and

Citizenship

2.10 - The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:

(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;

(B) identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth; and

(C) identify ways to actively practice good citizenship, including involvement in community service.

Social Studies Skills:

2.15: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts;

(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting

2.16: The student communicates in written, oral, and visual forms. The student is expected to:

- (A) describe the order of events by using designations of time periods such as historical and present times;
- (B) apply vocabulary related to chronology, including past, present, and future;
- (C) create and interpret timelines for events in the past and present;
- (D) use social studies terminology correctly;
- (E) express ideas orally based on knowledge and experiences;
- (F) create written and visual material such as stories, maps, and graphic organizers to express ideas.

2.17: The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

Florida Alignment (NGSSS)

American History:

Historical Inquiry and Analysis:

SS.2.A.1.1 - Examine primary and secondary sources

SS.2.A.1.2 - Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic

Historical Knowledge

SS.2.A.2.5 - Identify reasons people came to the United States throughout history.

SS.2.A.2.6 - Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.

SS.2.A.2.7 - Discuss why immigration continues today.

SS.2.A.2.8 - Explain the cultural influences and contributions of immigrants today.

Chronological Thinking:

SS.2.A.3.1 - Identify terms and designations of time sequence

Geography:

The World In Spatial Terms:

SS.2.G.1.1- Use different types of maps (political, physical, and thematic) to identify map elements.

SS.2.G.1.2 - Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.

SS.2.G.1.3- Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.

SS.2.G.1.4- Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).

Economics:

Beginning Economics:

SS.2.E.1.1- Recognize that people make choices because of limited resources.

SS.2.E.1.2- Recognize that people supply goods and services based on consumer demands.

SS.2.E.1.3 - Recognize that the United States trades with other nations to exchange goods and services.

SS.2.E.1.4- Explain the personal benefits and costs involved in saving and spending.

Civics and Government:

Foundations of Government, Law, and the American Political System:

SS.2.CG.1. 2 - Explain the consequences of an absence of rules and laws.

Civic and Political Participation:

SS.2.CG.2.1 - The student understands how science and technology have affected life, past and present.

SS.2.CG.2.2 - Describe the characteristics of responsible citizenship at the local and state levels.

SS.2.CG.2.4 - Recognize symbols, individuals and documents that represent the United States.

Structure and Functions of Government

SS.2.CG.3.1 - Identify the Constitution of the United States as the supreme law of the land.

ROADMAP

Daily guidance for instruction in this unit.

At a Glance Unit 2: Indigenous people of the Northeast and Early Colonies								
Day	Lesson	Type	Day	Lesson	Type	Day	Lesson	Type
1	1	Read Aloud	16	9	Content Booster D	31	17	Read Aloud
2	1	Read Aloud	17	9	Content Booster D	32	17	Read Aloud
3	2	Read Aloud	18	10	Read Aloud	33	18	Content Booster G
4	2	Read Aloud	19	10	Read Aloud	34	18	Content Booster G
5	3	Read Aloud	20	11	Content Booster E	35		Review
6	3	Read Aloud	21	11	Content Booster E	36		Assessment
7	4	Read Aloud	22	12	Read Aloud	37		Flex Day 1
8	4	Read Aloud	23	12	Read Aloud	38		Flex Day 2
9	5	Project: US Map	24	13	Project: Poem	39		Flex Day 3
10	6	Project: US Map	25	14	Project: Poem	40		Flex Day 4
11	6	Project: US Map	26	14	Project: Poem	<ul style="list-style-type: none"> • Use and move flex days around as needed! • Reference your Scope and Sequence for scanning deadline! 		
12	7	Content Booster C	27	15	Read Aloud			
13	7	Content Booster C	28	15	Read Aloud			
14	8	Read Aloud	29	16	Content Booster F			
15	8	Read Aloud	30	16	Content Booster F			