Unit 2 Embracing Heritage

Start day: 41

Meetings: 45 days

Skills and Concepts

- Define the word *heritage* and review the word *culture*.
- Explore U.S. immigrant experiences through historical fiction & nonfiction texts.
- Analyze multiple accounts of U.S. immigration from different points of view & describe important similarities & differences in the details they provide.
- Conduct interviews to gather information from human “primary sources” (e.g., with family members).
- Summarize information gleaned from interviews.
- Explain the importance of oral tradition
- Write arguments about the proposition that “America is a land of opportunity.”
- Define related words & define their parts of speech (e.g., *migrate*, *immigrate*, *emigrate*, etc.)

Unit Summary

*Remember, remember always that all of us, and you and I especially, are descended from immigrants and revolutionists.*
Franklin Roosevelt

America is a nation of immigrants. This diversity has helped to make our country rich in ideas, traditions, and customs. Except for the Native Americans, every American came here from somewhere else – or is born of ancestors who did. People have come, and continue to come, to America to seek freedom and opportunity. Some did not come here voluntarily, and some immigrants encountered prejudice. To learn more about the role of immigration in American heritage, students read and discuss a variety of fictional & informational texts. To appreciate how we are shaped by the experiences we have and the people we encounter, students do a Generations Project or a Name Essay, in which they consider perspectives from different generations within a family. The project also helps hone students' interview & research skills. They write an informational/explanatory essay in response to the essential question: How does heritage define us individually and as a nation?

*Note: This unit provides an example of how cross-curricular collaboration can naturally occur between English & other content areas. Students can read informational texts in history and/or ELA class, and compare those accounts to personal narratives and accounts about immigrants’ experience read in English class. One way to accomplish this is to have students read nonfiction accounts about immigration in SS classes and fictional accounts in ELA. Much discussion centers on the ways in which background information enhances understanding of literature (whether on immigration or any other history/science topic of teachers’ choosing.)*
This unit also demonstrates how reading & writing standards provide instructional connectivity between learning in English & other content areas.

## Essential Questions

How does heritage define us individually and as a nation?

## Learning Progressions

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Before</th>
<th>During</th>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>RL. 5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RI 5.4: Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.</td>
<td>RL.6.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RI.6.4: Determine the meaning of words &amp; phrases as they are used in a text, including figurative, connotative, and technical meanings. RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RI. 7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning: analyze the impact of a specific word choice on meaning and tone.</td>
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<p>| <strong>Writing</strong> | W.6.3: Write | W. 7.3: Write |</p>
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<tr>
<th>Writing</th>
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<th>W. 5.3 Write narratives to develop real or imagined experiences or events, using effective technique, relevant descriptive details, and well-structured event sequences.</th>
<th>narratives to develop real or imagined experiences or events, using effective technique, relevant descriptive details, and well-structured event sequences.</th>
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<td></td>
<td>W. 5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</td>
<td>W. 6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</td>
<td>W. 7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</td>
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<tr>
<td>SL. 5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade five topics, texts, and issues,</td>
<td>SL. 6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade six topics, texts, and issues,</td>
<td>SL. 7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade seven topics, texts, and issues,</td>
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Speaking/Listening

Building on others’ ideas and expressing their own clearly.

SL. 5.1(c): Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL. 5.1(d): Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL. 6.1(c): Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL. 6.1(d): Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL. 7.1(c): Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL 6.1(d): Acknowledge new information expressed by others and, when warranted, modify their own views.

L 5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading.

L. 6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading.

L. 7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading.
5 reading content, choosing flexibly from a range of strategies.

L 5.4: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

content, choosing flexibly from a range of strategies

L.6.4(b): Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

7 reading content, choosing flexibly from a range of strategies

L.7.4(b): Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, belliscose, rebel).

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### Academic Vocabulary Tier II

#### Content

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#### Domain Specific Vocabulary

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<th>biography</th>
<th>memoir</th>
<th>Tone</th>
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<tbody>
<tr>
<td>epilogue</td>
<td>realism</td>
<td>Evidence</td>
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</table>
heritage | Traditional literature | Counter Argument
---|---|---
legacy | Claim | Position Statement
lore | Argument | Refute

**Literary Texts**

- *Land of Hope* (Joan Lowery Nixon)
- *Esperanza Rising* (Pam Munoz Ryan)
- *Project Mulberry* (Linda Sue Park)
- *Escape from Saigon: How a Viet Name War Orphan Became an American Boy* (Andrea Warren)
- *One Eye Laughing, The Other Eye Weeping: The diary of Julie Weiss, Vienna, Austria to New York. 1938* (Dear America Series) (Barry Denenberg)

**Art, Music, and Media**

- Jacob Riis, various photographs

**Music and Lyrics**

- “Coming to America” (Neil Diamond)

**Informational Texts**

- *Coming to America: The Story of Immigration* (Betsy Maestro & Susannah Ryan)
- *A History of Us: Reconstructing America 1865-1890* (Book 7) (Joy Hakim) (EA)
- *Immigrant Kids* (Russell Freedman) (EA)
- *We Were There Too* (Phillip Hoose)
- *If Your Name was Changed at Ellis Island* (Ellen Levine and Wayne Parmenter)
- *Through the Eyes of Your Ancestors: A Step-by-Step Guide to Uncovering Your Family’s History* (Maureen Alice Taylor)
- *A Night to Remember: A Classic Account of the Final Hours of the Titanic* (Walter Lord)
- *You Wouldn't Want to Sail on the Titanic?* (David Salariya and David Antram)

**Art, Music, and Media**

- Jacob Riis, various photographs

**Music and Lyrics**

- “Coming to America” (Neil Diamond)

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**Suggested Interims - Benchmarks**

Midterm Assessment of Learning (Mandatory for all grade 7 students)*

*Please note: Because the midterm counts as a grade in the current grading mechanism, students must be assessed on their current reading level. There are assessments on reading grade levels 3 - 8 for this purpose. The grade 3 - 6 assessments will be found in the grade 6 curriculum document; grades 7 and 8 assessments are located in grades 7 & 8 curriculum documents respectively.
End of Unit Common Task

Writing (argument) (Mandatory for all grade 7 students)

People have been immigrating to the United States for more than 200 years. Even today, there are people who immigrate to America. Do you think the reasons for current immigration are similar to or different from the reasons of those who immigrated 200 years ago? Write your position on a sticky note and discuss your preliminary ideas with classmates. Plan with a classmate which aspects of past and current immigration patterns you would like to research and how you plan to conduct and organize your research, and how you plan to search through sources efficiently and for relevant information. Then, draft your argument about whether the reasons are more similar or different between these two waves of immigration. Write a well-developed paper that includes an engaging opening statement of your position, at least three supporting details from two different sources, and a strong conclusion. Edit your writing for the grammar/conventions studied so far this year. Your teacher may ask you to include relevant visuals found on the internet.

Learning Plan Instructional Strategies

1. Class Discussion

What is meant by the word heritage? Which elements of heritage does one look for when learning about a culture? Write your ideas down on a sticky note and “Give one, get one.”

Note: The elements of heritage may include something that is passed down from previous generations, a tradition, our family members’ names, culture, etc. With your class, create a chart of elements to look for in texts read during this unit. Continue to add to this list as you gain insights into heritage during this unit. Online concept maps, using web tools are relevant to use.

2. Class Discussion
How do the stories from this unit provide insights into the experiences of immigrants? How are their stories alike? Different? Cite specific evidence from the texts to justify your responses. Do the stories turn out as expected? Why or why not? Responses may be written in journals or as a writing assignment. Students share responses with peers before class discussion. (Collins Writing Type II suggested for this activity.)

3. Literary Response (And/Or Writing: Argument)

After reading one of the immigrant stories, respond to this James Baldwin quotation (from the character's point of view): "Know from whence you came. If you know whence you came, there are absolutely no limitations to where you can go." Be sure to cite specific examples from the text to justify your response. Possible tech assignment: Post your response to the classroom blog and compare it to responses by your classmates. This activity can be expanded into a writing (argument) assignment.

4. Research/Travel Brochure (And/or Multimedia Presentations): Optional

Conduct research on one of the countries you have read about in this unit (from which an immigrant left), drawing on several sources (e.g., print, digital, video, multimedia, etc.). You may have the opportunity to work collaboratively with a partner through the entire process: sharing ideas; formulating research questions; planning the research; evaluating the credibility and relevance of the information; and finally, synthesizing the information and reporting your findings in a report or brochure. Type a report or create a travel brochure. Be sure to follow the format provided by your teacher for citing sources used in your research. For the travel brochure, what should visitors learn that would increase understanding of that country's heritage? Work with peers to get feedback and improve your report or brochure and publish. An optional extension is to present your findings as a multimedia presentation.

5. Genealogy/Multimedia Generations Project/Name Project (Mandatory for all grade 7 students.)

As a way to personalize immigration stories, you are encouraged to learn about the countries from which your family emigrated. Prior to starting this project, plan with a classmate which aspects of your name or aspect of your family's immigration you would like to research and why, how you plan to conduct and organize your research, and how you plan to search through sources efficiently for relevant information. Then generate meaningful interview questions that will generate the information you need. Interview family members (or family friends) from different generations, if possible, for this project, asking questions about significant aspects of their respective childhoods and life growing up or questions about your name. The purpose of this project is to get perspectives from different generations or family members within one family to show how we are shaped by the experience or name we were given. If you choose to write a name essay, focus on heritage in terms of your name as well. The end result will be a narrative essay explaining the origins of your name, what you feel about your name, whether you would change it or not, etc. Your essay/multimedia project should be logically ordered with quotations from at least one family member, and also include text-based evidence from resources used for this mini research project. Edit your work for grammar conventions studied so far this year (see standards for more details.) Possible extension: upload to your class webpage to facilitate sharing with family members far away. Include photos or...
other artifacts if desired.

6. Class Discussion

Analyze various accounts of immigrant experiences, then identify & distinguish among facts, opinions, and reasoned judgments presented in the text. How did these sources combine to give you a better picture of the immigrant experience than informational text or literature alone? Your teacher may ask you to write your response in a journal and share it with a partner before class discussion. Be sure to write down page numbers of facts & opinions or mark your book with sticky notes so you can go back and cite the text during class discussion. (Collins Writing Program Type III writing is suggested for this activity.)

7. Dramatization/Fluency: Optional

Write a poem or a song for two voices about an immigrant’s experience. The poem should be modeled after the poetry in *Joyful Noise; Poems for Two Voices* by Paul Fleischman. (Read in 5th grade), and the song modeled after Neil Diamond's lyrics in “Coming to America.” The song or poem should accurately reflect historical information (or present-day information). Work with classmates to present the song or poem as a dramatic reading and record it with a video camera.

8. Word Study

Keep an index card file of words studied while reading about immigrant experiences. Keeping the words on index cards will help you when we sort words by prefix, suffix, root words, meaning, country of origin, spelling feature, and more. Just as we can trace the path of our ancestors, we can trace the path of words. Choose some words and trace back from modern-day uses of the words to their historical origins (eg., culture, heritage, immigration, emigration, immigrant, endowment, lineage, racism, tolerance, legacy, ancestry, etc.). (Note: This will be an ongoing activity all year long). In addition, you will create an individual semantic map of the phrase “embracing heritage” in order to represent visually your understanding of this phrase.

9. Informative/Explanatory Writing

Keep notes in your journal in response to the essential question; How does heritage define us individually and as a nation? To prepare for the essay, make a T-chart that describes in one column what is common about immigrant experiences and in the other column what is different (drawing on your own research). Provide at least three examples from the texts read to support your assertions. Extension; make an audio recording of your essay and upload it as a podcast to accompany your Genealogy/Multi-media generations project/name project (discussed in activity 5). Then prepare it for upload to the classroom blog.
10. Mechanics/ Grammar Wall

As a class, continue adding to the mechanics/grammar bulletin board started in unit 1. Remember once skills are taught in mini-lessons and listed on the bulletin board, you are expected to edit your work for these elements before publication.

11. Vocabulary/Word Wall

As a class, continue adding to the vocabulary word wall bulletin board where, throughout the year, you will add and sort words, as you learn them in each unit of study.

12. Art/Class Discussion

Riis and Hassam both depicted New York city during the same period, yet they each chose strikingly different subject matter. Speculate on the reasons for this difference.

13. Art/Class Discussion

Riis was one of the first artists to use flash photography. How did the stillness that this technology required affect his choice of subject matter and the time of day in which he worked?

14. Art/Class Discussion

Why do you think Hassam chose the colors and patterns he did? Do you believe this is what the scenes actually looked like?

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Core Shifts to be Incorporated

Shift 1 Balancing Informational & Literary Text Students read a true balance of informational and literary texts.

Shift 2 Knowledge in the Disciplines Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities

Shift 3 Staircase of Complexity Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.

Shift 4 Text-based Answers Students engage in rich and rigorous evidence based conversations about text.

Shift 5 Writing from Sources: Writing emphasizes use of evidence from sources to inform or make an argument.

Shift 6 Academic Vocabulary Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Differentiation for Struggling Learners

Struggling learners are addressed in each lesson plan. In addition, see the WIDA link under the Differentiation for ELLs.

Differentiation for ELLs

- **WIDA Lesson Plan Share Space (link below):** Online template for content teachers and ESL specialists to create modified lessons for ELL students. Template provides language supports, language objectives, and WIDA language standards.
- **Language supports** can include but are not limited to the following: **Sensory Support:** real-life objects (realia), manipulatives, pictures, illustrations and diagrams, magazines and newspapers, physical activities, video and films, broadcasts, models and figures. **Graphic Support:** charts, tables, graphs, timelines, graphic organizers. **Interactive Support:** in pairs or partners, in triads or small groups, in whole group, using cooperative group structures which allow for frequent interaction and language practice, using the internet or software programs like google translate on ipads, in the native language, with mentors.
- **Building Background:** concepts should be linked to students' background experiences (in native country if appropriate), make explicit links between past learning and new concepts, and emphasize key vocabulary before and during lesson. Students should keep personal dictionaries with definitions in their first language when possible and comparisons of the word used in different forms.
- **Comprehensible input:** speak at a rate appropriate for students' proficiency level, enunciate, and use simple sentences to...
communicate ideas, especially for beginners. Use visuals, hands-on-activities, demonstrations, gestures, and body language.

- **Review and assessment:** frequently give students feedback on their output, spot check students’ comprehension throughout the lesson

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### Differentiation for Extension

Extensions will be addressed in each lesson plan.

### Common Misconceptions

All immigrants are illegal aliens.

Argument is the same as persuasion.

Emigrating and Immigrating are the same thing.

People have more differences than commonalities.

### Instructional Resources

See individual activities. Several include technology and digital media.

### Suggested and Required Text

All texts, required and suggested, are listed under “Literary & Informational Texts.” Highlighted texts are required.

### Learning Standards

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<th>Common Core [ELAL 7 R] CCSS.ELA-Literacy.R.7.CCSS.ELA-Literacy</th>
<th>Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</th>
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<tr>
<td>Common Core [ELAL 7 R] CCSS.ELA-Literacy.R.7.CCSS.ELA-Literacy</td>
<td>Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of</td>
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<td>facts.</td>
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**Common Core [ELAL 7 R] CCSS.ELA-Literacy.R.7.CCSS.ELA-Literacy** - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).