

# Immigration: The Journey to America

**Grade Level:** Second Grade

**Presented by:** Tammy Neitch, Kerri Steege, Challenge Charter School, Phoenix, AZ

**Length of Unit:** Six Lessons

## I. ABSTRACT

The journey to America was difficult, exhausting and often dangerous, but learning about immigration doesn't have to be! Students' participation in this literature rich unit will help them understand immigration and the circumstances that motivated people to leave their homeland for a new start in America. Through a series of lessons, which integrate social studies, language, math, and art, students will come to understand the diversity of the people and cultures that make up this "melting pot" we call America. Students will gain an appreciation of their own heritage and those of other students through activities that illustrate the "one from many" concept. Students will be familiar with the symbols of immigration such as the Statue of Liberty and Ellis Island as well as understand their important role in the journey to America.

## II. OVERVIEW

### A. Concept Objectives:

1. Students will gain an appreciation for the opportunities, freedom, and diverse cultures of America.
2. Students will develop a sense of empathy and gain an appreciation for the differences of people.
3. Students will develop a knowledge base of key people, places, and figures associated with the topic of immigration.

### B. Content from the Core Knowledge Sequence:

1. America perceived as a "land of opportunity"
2. The meaning of "e pluribus unum" (a national motto you can see on the back of coins)
3. Millions of newcomers to America-Large populations of immigrants settle in major cities (such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco)
4. Ellis Island and the significance of the Statue of Liberty

### C. Skill Objectives:

1. Students will compare and contrast the opportunities of America and the hardships of other countries.
2. Students will create a poster encouraging travel to America.
3. Students will interview a family member to determine their family's background.
4. Students will report on information they have gathered from an interview.
5. Students will generate ideas for a classroom motto.
6. Students will use active listening to comprehend reading selections.
7. Students will recall important details from reading selections.
8. Students will locate and color states on a map of the United States.
9. Students will complete a timeline about the Statue of Liberty.
10. Students will make accurate measurements using feet and inches.
11. Students will write a friendly letter.
12. Students will record vocabulary words and definitions related to immigration.

### III. BACKGROUND KNOWLEDGE

#### A. For Teachers:

1. Maestro, Betsy. *Coming to America: The Story of Immigration*. New York: Scholastic, Inc., 1996. ISBN 0-590-44151-5
2. Miller, Natalie. *The Statue of Liberty*. Danbury, CT: Children's Press, 1992. ISBN 0-516-06655-2
3. Stein, Conrad R. *Ellis Island*. Chicago, IL: Children's Press, 1992. ISBN 0-516-20622-2

#### B. For Students:

1. The students will have a basic understanding of geography including the seven continents and the United States of America.
2. The students will be familiar with the compass rose and use the directions north, south, east and west to find places on a map.
3. The students will understand how to use a ruler to measure to the nearest foot and inch.

### IV. RESOURCES

- A. Hirsch, Jr., E. D. *What Your Second Grader Needs to Know*
- B. Maestro, Betsy. *Coming to America: The Story of Immigration*
- C. Maestro, Betsy and Giulio. *The Story of the Statue of Liberty*
- D. Sandin, Joan. *The Long Way to a New Land* (Audiocassette)
- E. Stevens, Carla. *Lily and Miss Liberty*
- F. Quiri, Patricia Ryon. *Ellis Island-A True Book*
- G. Quiri, Patricia Ryon. *The Statue of Liberty-A True Book*
- H. Copies of Appendices A-I

### V. LESSONS

#### Lesson One: Opportunity in America

##### A. Daily Objectives

1. Concept Objectives: Students will gain an appreciation for the opportunities, freedom, and diverse cultures of America.
2. Lesson Content: America perceived as a "land of opportunity."
3. Skill Objectives:
  - a. Students will compare and contrast the opportunities of America and the hardships of other countries.
  - b. Students will create a poster encouraging travel to America.

##### B. Materials

1. *What Your Second Grader Needs to Know*, by E.D. Hirsch, Jr.
2. *Coming to America: The Story of Immigration*, by Betsy Maestro
3. ABC's of Immigration Book (Appendix A)
4. Vocabulary list for ABC book (Appendix B)
5. Crayons, markers, or colored pencils
6. Paper or poster board

##### C. Key Vocabulary (see lesson)

##### D. Procedures/Activities

1. Brainstorm a list of reasons why America is a great country. (Lead students to include answers such as freedom, justice, and individual opportunity.)
2. Read and discuss *What Your Second Grader Needs to Know*, "Why Did Immigrants Come to America?" and *Coming to America: The Story of Immigration* by Betsy Maestro.
3. Through a class discussion, compare and contrast the opportunities in America and the hardships of other countries.

4. Present and discuss vocabulary words and meanings. Have students write them into their ABC's of Immigration Book. (Appendix A & B)
    - a. immigrant
    - b. opportunity
    - c. United States of America
    - d. famine
    - e. hardship
    - f. religious freedom
    - g. Quakers
  5. Have the students design and create a poster encouraging immigrants to come to America. (Adapted from Baltimore Curriculum)
  6. Pass out Interview Sheet (Appendix C) and explain directions. Send home with the students to complete for Lesson Two.
- E. *Evaluation/Assessment*
1. Teacher observation of class discussion.
  2. Measure the students' understanding of the lesson concept by assuring their illustration represents it accurately.

### **Lesson Two: Where Are You From?**

A. *Daily Objectives*

1. Concept Objectives:
  - a. Students will gain an appreciation for the opportunities, freedom, and diverse cultures of America.
  - b. Students will develop a sense of empathy and gain an appreciation for the differences of people.
2. Lesson content: The meaning of "e pluribus unum."
3. Skill Objectives:
  - a. Students will interview a family member to determine their family's background.
  - b. Students will report on information they have gathered from an interview.
  - c. Students will generate ideas for a classroom motto.

B. *Materials*

1. *What Your Second Grader Needs to Know*, by E.D. Hirsch, Jr.
2. Students' completed interview sheets (Appendix C)
3. Large wall map
4. Push pins
5. Yarn or string
6. Coins
7. Great Seal transparency (Appendix D)
8. ABC's of Immigration Book (Appendix A)
9. Vocabulary list (Appendix B)

C. *Key Vocabulary (see lesson)*

D. *Procedures/Activities*

1. Read and discuss "*E Pluribus Unum*" p. 164 and "*A Land of Opportunity*" pp. 166-168 in *What Your Second Grader Needs to Know*.
2. Have students retrieve their interview sheet (Appendix C) and have students briefly share the information they found.
3. On a large wall map of the world, use push pins to label the country of origin for each student's family (Remember to remind students that families may include step-parents, adoptive parents, grandparents, guardians, etc.).
4. Tie a string to each pin and connect the strings to one common pin in the United States to illustrate the meaning of "e pluribus unum" (one from many).

5. Share with students the meaning of “e pluribus unum” and lead a discussion by asking if students have ever seen the phrase before.
  6. Show students the phrase on the back of coins and on an overhead of the Great Seal of the United States (Appendix D). Share with them that it is our nation’s motto.
  7. Present and discuss vocabulary words and meanings. Have the students write them into their ABC’s of Immigration Book.
    - a. motto
  8. In small groups, have the students generate ideas for a classroom motto.
  9. As a whole group, list the possible suggestions and vote to choose a class motto.
- E. *Evaluation/Assessment*
1. Students will be evaluated on their participation in the activity and on their completion of the interview activity.

### **Lesson Three: Where Did They Land?**

- A. *Daily Objectives*
1. Concept Objective: Students will develop a knowledge base of key people, places, and figures associated with the topic of immigration.
  2. Lesson Content: Millions of newcomers to America-Large populations of immigrants settle in major cities (such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco)
  3. Skill Objectives:
    - a. Students will use active listening to comprehend a reading selection.
    - b. Students will recall important details from material read.
    - c. Students will locate and color states on a map of the United States.
- B. *Materials*
1. *What Your Second Grader Needs to Know*, by E.D. Hirsch, Jr.
  2. United States map (Appendix E)
  3. ABC’s of Immigration Book (Appendix A)
  4. Vocabulary list (Appendix B)
  5. Markers, crayons, or colored pencils
- C. *Key Vocabulary (see lesson)*
- D. *Procedures/Activities*
1. Re-read *What Your Second Grader Needs to Know*, “A Land of Opportunity,” pp. 166-168 with a focus on places immigrants settled when they came to America.
  2. Make a list of important cities-New York, Philadelphia, Boston, San Francisco, Detroit, and Cleveland-with the students help.
  3. Give students a copy of the United States map (Appendix E) and guide them to find and color the states these cities are located in.
  4. Discuss reasons why immigrants chose to settle in these cities.
  5. Present and discuss vocabulary words and meanings. Have students add them to their ABC’s of Immigration Book. (Appendix A & B)
    - a. San Francisco
    - b. Philadelphia
- E. *Evaluation/Assessment*
1. Students will be evaluated by teacher observation of class discussion.
  2. Maps will be assessed on accuracy and neatness.

### **Lesson Four: A Gift From the French**

- A. *Daily Objectives*
1. Concept Objectives: Students will develop a knowledge base of key people, places, and figures associated with the topic of immigration.

2. Lesson Content: The significance of the Statue of Liberty.
  3. Skill Objectives:
    - a. Students will actively listen to reading selections.
    - b. Students will recall important facts from a story.
    - c. Students will complete a timeline.
- B. *Materials*
1. *The Statue of Liberty*, by Patricia Ryon Quiri
  2. ABC's of Immigration Book (Appendix A)
  3. Vocabulary list (Appendix B)
  4. White butcher paper
  5. Markers and pencils
  6. Important dates of the Statue of Liberty (Appendix F)
  7. *Lily and Miss Liberty*, by Carla Stevens
- C. *Key Vocabulary (see lessons)*
- D. *Procedures/Activities*
1. Read *The Statue of Liberty*, by Patricia Ryon Quiri.
  2. Have students recall important facts from the story, such as the reason for the statue, through a class discussion.
  3. Present and discuss vocabulary words and meanings. Have students write them into their ABC's of Immigration Book. (Appendix A & B)
    - a. Bartholdi
    - b. dedication
    - c. Jeanne-Emilie
    - d. Laboulaye
    - e. Lazarus
    - f. New York Harbor
    - g. torch
    - h. yearning
  4. As a class, complete a timeline using the "Important Dates of the Statue of Liberty". (Appendix F)
  5. Begin class read aloud of *Lily and Miss Liberty*, by Carla Stevens.
- E. *Evaluation/Assessment*
1. Teacher observation of class discussion.
  2. Timeline will be evaluated for accuracy and neatness.

### **Lesson Five: Lady Liberty**

- A. *Daily Objectives*
1. Concept Objective: Students will develop a knowledge base of key people, places, and figures associated with the topic of immigration.
  2. Lesson Content: The Statue of Liberty
  3. Skill Objectives:
    - a. Students will recall important information from the previous lesson.
    - b. Students will make accurate measurements using feet and inches.
- B. *Materials*
1. *The Story of the Statue of Liberty*, by Betsy and Giulio Maestro
  2. Dimensions of the Statue of Liberty (Appendix G)
  3. Measurement worksheet (Appendix H)
  4. Rulers (one for every two students)
  5. String
  6. Balloon filled with helium

- C. *Procedures/Activities*
1. Review the significance of and important details about the Statue of Liberty from Lesson Four.
  2. Read *The Story of the Statue Liberty*, by Betsy and Giulio Maestro.
  3. Share with the students some of the interesting dimensions of the statue (Appendix G) including length of hand, index finger, fingernail, nose, and width of mouth and eye.
  4. Have the students work with a partner to complete the measurement worksheet (Appendix H) in order to compare themselves to the statue.
  5. As a whole class compare the height of the statue to the students' height by slowly releasing a helium balloon tied to a pre-cut string (151 feet and 1 inch long).
  6. Continue class read aloud of *Lily and Miss Liberty*, by Carla Stevens.
- D. *Evaluation/Assessment*
1. Teacher observation of class discussion.
  2. Collect and grade measurement worksheet (Appendix H) to see if students made accurate (reasonable) measurements.

### **Lesson Six: Ellis Island**

- A. *Daily Objectives*
1. Concept Objectives:
    - a. Students will develop a knowledge base of key people, places, and figures associated with the topic of immigration.
    - b. Students will develop a sense of empathy and gain an appreciation for the differences of people.
  2. Lesson Content: Ellis Island
  3. Skills Objectives:
    - a. Students will write a friendly letter.
    - b. Students will record vocabulary words and definitions.
- B. *Materials*
1. Audiocassette, *The Long Way to a New Land*, by Joan Sandin.
  2. Audiocassette player
  3. Writing paper
  4. ABC's of Immigration Book (Appendix A)
  5. Vocabulary list (Appendix B)
  6. Game board (Appendix I)
  7. Playing pieces (one for each student)
  8. Dice (one for each group)
- C. *Key Vocabulary (see lesson)*
- D. *Procedures/Activities*
1. Review material covered in previous lessons.
  2. Listen to the audiocassette, *The Long Way to a New Land*, by Joan Sandin.
  3. Have students write a short letter pretending they are emigrating from another country. Ask them to tell a family member or relative back home what their journey to America was like.
  4. Read *Ellis Island*, by Patricia Ryon Quiri.
  5. Present and discuss vocabulary words and meanings. Have students write them into their ABC's of Immigration Book. (Appendix A & B).
    - a. Annie Moore
    - b. citizen
    - c. Ellis Island
    - d. Great Hall
    - e. Kioshk

- f. voyage
  - g. weary
  - h. X
6. Play Ellis Island game (Appendix I) in small groups.
- E. *Evaluation/Assessment*
- 1. Letters will be evaluated using the following rubric: Reasonable description of voyage 50%, Punctuation and spelling 25%, Complete sentences 25%.
  - 2. ABC's Book of Immigration will be evaluated on neatness and accuracy.

## VI. CULMINATING ACTIVITY

- A. As a completion to this unit invite your students' parents to join your class for an international festival. Have students bring a food dish that reflects their culture or heritage. Finish your read aloud of *Lily and Miss Liberty*, by Carla Stevens, and ask parents to help their child make a "Liberty Crown" (Directions are given in the book). If possible ask residents of a nearby retirement community to join the festivities as guest speakers. Have them share with your class their own stories of immigration.

## VII. HANDOUTS/WORKSHEETS

Appendices A – I

## VIII. BIBLIOGRAPHY

Curlee, Lynn. *Liberty*. New York, NY: Atheneum Books, 2000. 0-689-82823-3.

Haskins, Jim. *The Statue of Liberty: America's Proud Lady*. Minneapolis, MN: Lerner Publications, 1986. 0-8225-1706-X

Hirsch, Jr., E. D. *Books to Build On*. New York, NY: Dell Publishing, 1996. 0-385-31640-2

Hirsch, Jr., E. D. *What Your Second Grader Needs to Know*. New York, NY: Doubleday, 1998. 0-385-48120-9.

Maestro, Betsy. *Coming to America: The Story of Immigration*. New York: Scholastic, Inc., 1996. 0-590-44151-5

Miller, Natalie. *The Statue of Liberty*. Danbury, CT: Children's Press, 1992. 0-516-06655-2.

Sandin, Joan. *The Long Way to a New Land* (Audiocassette). New York, NY: Caedmon Audio, 1991. 1559944943

Sima, Patricia, Sharon Coan, Ina Massler Levin, and Karen Goldfluss. *Immigration*. Huntington Beach, CA: Teacher Created Materials, Inc., 1993. 1-55734-234-4

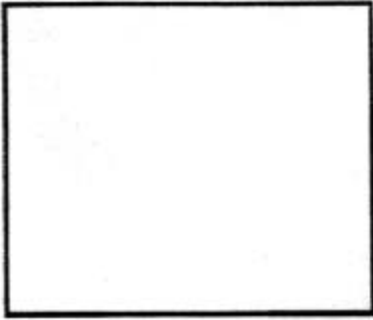
Stein, Conrad R. *Ellis Island*. Chicago, IL: Children's Press, 1992. 0-516-06653-6.

Stevens, Carla. *Lily and Miss Liberty*. New York, NY: Lothrop, Lee & Shepard Books, 1986. 0-590-44919-2

Quiri, Patricia Ryon. *Ellis Island – A True Book*. New York, NY: Children's Press, 1998. 0-516-20622-2

Quiro, Patricia Ryon. *The Statue of Liberty – A True Book*. New York, NY: Children’s Press, 1998. 0-516-20628-1

Appendix A - Immigration: The Journey to America



is for...

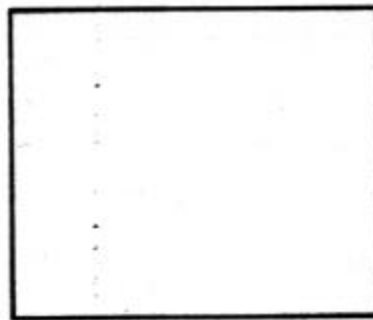
---

---

---

---

---



is for...

---

---

---

---

---

## The ABC's of Immigration

<b>A</b>	<b>Annie Moore</b> -Annie Moore was the first immigrant to pass through the doors of Ellis Island. She was 15 years old.
<b>B</b>	<b>Bartholdi</b> -Frederic Auguste Bartholdi was the young sculptor who made the Statue of Liberty.
<b>C</b>	<b>Citizen</b> -A citizen is a member of a country who can vote and enjoy privileges there.
<b>D</b>	<b>Dedication</b> -A dedication is when a monument is shown to the public for the first time. Lady Liberty was dedicated on October 28, 1886.
<b>E</b>	<b>Ellis Island</b> -Ellis Island was an island used as an immigration center for the United States.
<b>F</b>	<b>Famine</b> -A famine is a severe food shortage causing hunger and starvation. Immigrants came from Ireland because of a potato famine.
<b>G</b>	<b>Great Hall</b> -The Great Hall was a large room at Ellis Island where immigrants were asked questions and given medical exams.
<b>H</b>	<b>Hardship</b> -Hardship means difficulty or suffering.
<b>I</b>	<b>Immigrants</b> -People who leave one country to settle in another are called immigrants.
<b>J</b>	<b>Jeanne-Emilie</b> -Jeanne Emilie was Bartholdi's wife. He used her as a model to make Liberty's body.
<b>K</b>	<b>Kioshk</b> -Kioshk was the original name given to Ellis Island by American Indians.
<b>L</b>	<b>Laboulaye</b> -It was Edouard de Laboulaye's idea to make the statue. He thought France should give America a gift to celebrate their independence.
<b>M</b>	<b>Motto</b> -A motto is a phrase used to represent a group of people. The motto of the United States is "e pluribus unum".

Appendix B cont. - Immigration: The Journey to America

N	<u>New York Harbor</u> -The Statue of Liberty stands on Bedloe's Island in New York Harbor.
O	<u>Opportunity</u> -People considered America to be "the land of opportunity".
P	<u>Philadelphia</u> -Philadelphia is the largest city in the state of Pennsylvania. Many immigrants settled there when coming to America.
Q	<u>Quakers</u> -The Quakers were one group who came to America looking for religious freedom.
R	<u>Religious Freedom</u> -Religious freedom is the right to worship as you believe. Many immigrants came to America looking for religious freedom.
S	<u>San Francisco</u> -San Francisco is a city in western California where many Chinese and Mexican immigrants settled.
T	<u>Torch</u> -The Statue of Liberty holds a torch in her right hand. A torch is a portable flame that provides light.
U	<u>United States of America</u> -The USA is the country we call home. It is considered a melting pot because people have come from so many countries to live here.
V	<u>Voyage</u> -A voyage is a long journey.
W	<u>Weary</u> -Immigrants who were worn out and tired after their trip were called weary.
X	<u>X</u> -Doctors at Ellis Island used chalk to make letters on immigrant's clothing. An X meant mental problems.
Y	<u>Yearning</u> -The Statue of Liberty welcomes immigrants with the words: "Give me your tired, your poor, Your huddled masses yearning to breathe free."
Z	<u>Lazarus</u> -Emma Lazarus is the author of the poem "The New Colossus", which is written on a plaque on the base of the Statue of Liberty.

Appendix C – Immigration: The Journey to America

The United States of America is a nation full of immigrants. Everyone in America is related to someone who emigrated here from another country or is an immigrant themselves. In order to find out about your family’s history, interview an adult member of your family. Record their answers to the questions below.

1. What country were you born in?

---

2. What country were your ancestors born in?

---

3. Who was the first person in your family to come to America?

---

4. How did they get here from their homeland?

---

---

5. When did they first arrive in the United States?

---

6. Does your family have any special traditions or celebrations that were brought over?

---

---

---

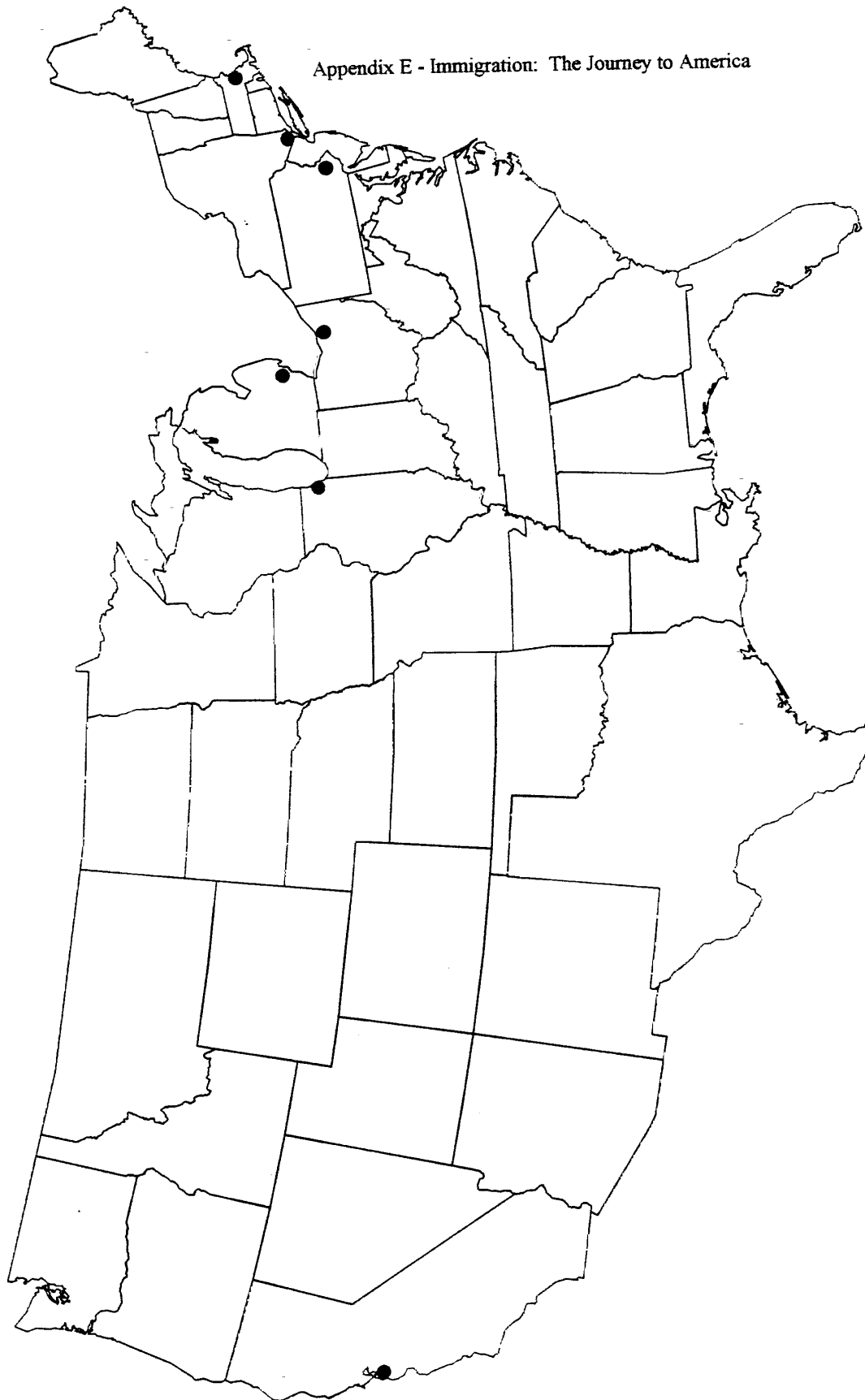
7. Does your family speak any language besides English? If so, what language?

---

# Great Seal of the United States



Appendix E - Immigration: The Journey to America



## Important Dates of the Statue of Liberty

- 1865 – During a dinner party at the home Edouard de Laboulaye, it was decided that a statue should be built.
- 1871 – Bartholdi visited America and found a place for the statue.
- 1876 – Bartholdi began working on the statue.
- 1876 – Liberty’s right arm and torch were finished and put on display in Philadelphia.
- 1878 – The Statue of Liberty’s head was completed and was displayed in Paris, France.
- 1882 – Richard Morris Hunt began to design the pedestal the Statue of Liberty stands on.
- 1884 – The Statue of Liberty was finished.
- 1885 – The statue was loaded onto a ship in pieces to set sail to America.
- 1886 – A big ceremony was held to dedicate the statue. A huge parade took place in New York City.
- 1916 – Windows were cut in the flame of the torch. The windows leaked and the statue slowly began to rust.
- 1984 – People raised money to make repairs to Lady Liberty for her 100<sup>th</sup> birthday.
- 1986 – The Statue of Liberty turned 100 years old.

## Fascinating measurements of Lady Liberty Boy is She Big!

Total height:	305 feet 1 inch
Height of the statue:	151 feet 1 inch
Height of the base:	154 feet
Height of the pedestal:	89 feet
Height of the foundation:	65 feet
Height of the torch:	21 feet

Length of face:	17 feet 3 inches
Width of an eye:	2 feet 6 inches
Length of the nose:	4 feet 6 inches
Width of the mouth:	3 feet

Length of the right arm:	42 feet
Length of the hand:	16 feet 5 inches
Length of the index finger:	8 feet
Size of the fingernail:	13 by 10 inches

Length of the tablet:	23 feet 7 inches
Width of the tablet:	13 feet 7 inches
Thickness of the tablet:	2 feet

Appendix H – Immigration: The Journey to America

Name: \_\_\_\_\_

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

Partner's Name: \_\_\_\_\_

**Directions:** Use your ruler to measure each of the body parts listed below to the nearest inch. Record each measurement on the line next to the picture. You will need a partner to help you make the measurements.

“My Measurements”

1. Hand



in.

2. Index finger



\_\_\_\_\_ in.

3. Fingernail



\_\_\_\_\_ in.

4. Nose



in.

5. Mouth



in.

6. Eye



in.

**BRAINWORK:** Compare your measurements to the Statue of Liberty's measurements.

**\*\*How much shorter is your mouth than the Statue of Liberty's mouth?  
(Remember, there are 12 inches in one foot.)**

