

MODULE SUMMARY

INTRODUCTION: What will my scholar learn about?

Essential Question: What is the experience of an immigrant or migrant?

Topic

Module 3 explores the experience of immigrants and those who relocated from the South to the North of the United States during the Great Migration. This module examines the circumstances and results of moving to another country or to another part of the country. The Great Migration was a period in the early 20th century that saw a mass exodus of African Americans from the rural south to the urban north of the United States, shaping the culture of both places for generations to come. The motivations, experiences, and challenges of leaving a familiar home for a different environment and culture are similar to the experience of immigrating to a new country. Immigration brings an additional lens of language to bear on the experience.

To bring both immigration and migration to life for third graders, the module focuses on individual experiences within immigration and migration, especially of young people, with the historical forces that propel them.

Texts

Students read a mixture of fiction, informational text, and poetry by award-winning authors. They begin by building their understanding of immigration through reading articles and the informational book *Coming to America*. Next, they read two fictional picture books by Eve Bunting, *How Many Days to America?*, about a family fleeing a war-torn country in the Caribbean, and *Going Home*, about a family of Mexican Americans revisiting their homeland and family members. This is followed by *The Great Migration*, a collection of narrative poems by the award-winning poet Eloise Greenfield, which collectively tell stories about relocating during the Great Migration. Students finish by reading the informational text, *Ellis Island*.

Reading Transferable Learning

In keeping with the focus on the individual experience, students focus on analyzing and comparing the point of view of fictional characters, as well as differentiating these from their own point of view as readers. Learning to differentiate their own point of view from that of characters is an important step in students' development as critical, rather than just receptive, readers. As they read the two books by Eve Bunting, they compare and contrast stories by the same author. As readers of informational texts, students focus on analyzing the relationship between events and individuals in historical texts. This is an important skill for all readers of history, allowing the reader to understand causality and relationship within historical narratives, and not just reading it to identify discrete pieces of information. Students also analyze the relationship between specific sentences or paragraphs in a piece of informational text, thus honing their understanding of the author's craft in the writing of nonfiction.

Writing Transferable Learning

Students write in the narrative genre for this module, which is an ideal match for the focus on the individual's experience of immigration. In their first and only foray into narrative writing for grade three, students write stories and

Enduring Understandings

- People have different motivations for moving to a new country or region, but the challenges that they face both in the journey and upon arrival are often similar.
- The United States is a nation of immigrants and a melting pot of different cultures and ideas.
- We can learn a lot about history by studying the experiences and narratives of individuals.
- People move to new places for opportunities to improve their lives.
- Adjustment to a new life is difficult and takes courage and grit.

Focus Questions

- How does immigration affect people's lives?
- Why do people immigrate or relocate?
- Why did people migrate to the North? How did migrating change their lives?
- How did mass immigration impact America?
- How can a bridge impress and inspire you?

letters to establish setting and characters and write character actions and dialogue that portray a clear point of view on events.

TEXTS

Texts include any content that students and teachers closely read or view in the classroom, whether accessed in print or electronically. The following texts will be read in class. Feel free to borrow these books from your local library and read with your student at home.

Books to borrow from your local library

- *Coming to America: The Story of Immigration* by Betsy Maestro
- *How Many Days to America?: A Thanksgiving Story* by Eve Bunting
- *Going Home* by Eve Bunting
- *The Great Migration: Journey to the North* by Eloise Greenfield
- *Ellis Island* by Elaine Landau

Online Material

- *Meet Young Immigrants* by Scholastic http://teacher.scholastic.com/activities/immigration/young_immigrants/

Text Details

In the tables below, you can learn more about what the books students are reading in class will be all about.

Coming to America: The Story of Immigration by Betsy Maestro

INFORMATIONAL TEXT/HISTORY		READING LESSONS 2–8, 27, 29 FOCUS WRITING TASK 1
Description	<ul style="list-style-type: none"> • This text provides a general overview of the immigrant experience, from the first crossing of the Bering land bridge to immigrants arriving at the end of the 20th century. 	
Key Text Understandings	<ul style="list-style-type: none"> • People came to America for many reasons, some willingly and some unwillingly. • America is home to people of many races, religions, and origins. • Traveling to America long ago was often a difficult and dangerous trip. • Over time, it became easier for people to immigrate to America. • After 1820, the American government created rules to track and limit immigration. • It is difficult to immigrate to the United States, even today. • In America, people both become similar in certain ways and celebrate their differences. • The spirit of America is the spirit of all the immigrants who have made America what it is today. 	

How Many Days to America?: A Thanksgiving Story by Eve Bunting

REALISTIC FICTION		READING LESSONS 9–11, 18–20 FOCUS WRITING TASK 2
Description	<ul style="list-style-type: none"> • Bunting’s book tells a story of a family leaving home suddenly without a sense of what their future might hold. Told by a child in first-person narration, the story describes the refugees’ long and dangerous journey to the United States. The family encounters and overcomes several obstacles along their journey. 	
Key Text Understandings	<ul style="list-style-type: none"> • Even though the trip is dangerous, the family takes the risk to escape the danger they face at home. • Family can help people withstand the most dangerous situations. • “A Thanksgiving Story” has a double meaning: the day and the fact that the family gave thanks for being in America. 	

Going Home by Eve Bunting

REALISTIC FICTION		READING LESSONS 14–20 FOCUS WRITING TASK 2
Description	<ul style="list-style-type: none">The book tells the story of a Mexican American family who journeys back to Mexico to visit their relatives. The parents have made a complicated choice to leave a place they love and sacrifice their own happiness for their children’s futures. The vibrant, stylized images convey the beauty of Mexico and a life left behind for “opportunities” of another land.	
Key Text Understandings	<ul style="list-style-type: none">A family decides to drive back home to Mexico for Christmas holidays after working for a while in California.Home is where your family is.The parents wanted opportunities for their children that were not available in their village.It’s important to visit your family, especially if you’ve been away for a long time.Sometimes parents make sacrifices to provide good opportunities for their children.The story is told from the perspective of Carlos.	

The Great Migration: Journey to the North by Eloise Greenfield

POETRY		READING LESSONS 21–24, 27
Description	<ul style="list-style-type: none"><i>The Great Migration</i> is a collection of poems from celebrated poet Eloise Greenfield about the Great Migration, delving deeply into personal experiences.	
Key Text Understandings	<ul style="list-style-type: none">Many African Americans moved from the South to the North to look for a better life, with less discrimination and more opportunities.It can be hard to leave your home and all you’ve known.A person’s perspective on the trip north was different depending on how they felt about leaving home.People take big risks when they feel that what they have is not enough or when they are desperate to escape.It is easier to adjust to a new place when people are already there to help you.People made sacrifices to start a new life in a new place when they migrated north.Chapters are numbered, except for the final chapter, which tells the story of the author’s family.	

Ellis Island by Elaine Landau

INFORMATIONAL TEXT/HISTORY		READING LESSONS 28–31
Description	<ul style="list-style-type: none">This visually engaging text presents the history of Ellis Island by answering key questions in each section, such as why people immigrated, what their journey was like, and why Ellis Island is important.	
Key Text Understandings	<ul style="list-style-type: none">Though people have viewed the United States as a land of opportunity for a long time, immigrating has challenges.People of different social classes and with or without money traveled and lived differently.Some people suffered, spending all their money to sleep in unclean, dark parts of a boat, just to get to America.Ellis Island was built to process the many people who came to the United States.People were checked thoroughly before they came into the United States to see if they were healthy, could read and write, and were “moral” people.Ellis Island closed as a processing center in 1954. It reopened as a museum in 1990.	

Vocabulary Acquisition and Use

The lessons teachers will facilitate include the following literary terms. Reinforce these terms with the definitions that are included.

Relocation: for people to move to a different place.

Emigrate: to leave your own country in order to live in another country

Homeland: the country where someone was born

Immigrate: to come into a country in order to live there permanently

Migrate: if people migrate, they go to live in another area or country, especially in order to find work

Persecution: cruel or unfair treatment of someone over a period of time, especially because of their religious or political beliefs

Refugee: someone who has been forced to leave their country, especially during a war, or for political or religious reasons

WRITING TASK AND SAMPLE RESPONSES

Example of a Writing Assignment

Read pp. 6–11 of *Amos and Boris*. What might Boris have been doing before he rescued Amos, and what might he have thought when he found Amos in need of help? Write a story from Boris's perspective that tells about his day before he met Amos and what he thought when he found Amos. Use details from *Amos and Boris* in your story.

Sample Exemplar Student Response

Boris loves to swim in the ocean. He plays with his friends and likes to jump up out of the water which is called sound. He has two friends Sam and Toshi. Toshi is fast swimmer. He loves krill. Sam is smart but he is so corny. Before Boris rescued Amos, he was mostly busy finding things to eat. He had traveled all over the world to see different oceans. The krill tasted difference in many oceans. When he came near the beach of Florida, he saw people getting tans. When he came near the beach in Alaska, he saw polar bears. When he swam all the way to the south, he saw penguins and seals. When he came to the beach of South Africa, all the people waved at him, so he made a sound threw his blowhole. He had many adventures and he also saw many boats. Some boats were very big. Just before he rescued Amos, he saw the bottom of Amos boat. He said, "Wow. That boat is built very well." Then he saw a storm was coming so he went with Sam and Toshi to get out of the way. After the storm, he saw some parts of the boat and thought, "Oh no, I hope that the person who had that boat is ok." Soon he saw Amos feet in the water and decided to save him. That is how Boris and Amos became friends.