







# Past, Present, & Future: Story Telling Through Family Artifacts









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#### **Unit Overview:**

General Information about unit and lessons: This unit consists of three lessons that will take place over approximately seven days. The lessons primarily address the Historical Perspective standards and additionally incorporate reading and written language standards. Lessons include both literary and oral history texts about immigration to America, as well as the artifacts which were carried in their suitcases. In addition, students will be learning about their own family stories and artifacts through these lessons. Students will be using technology to increase motivation in this digital age which will allow them to easily see the changes over time and the diverse cultures that have settled in the Blackstone Valley Area.

**Purpose**: Students will develop a deeper understanding of how artifacts symbolize or tell a story about a family's heritage by viewing artifacts and listening to fiction and non-fiction stories. This will help students by developing a connection to their own life and heritage. Through this process, students will begin to understand the concept of change over time. Another significant reason for this unit is to enrich students' lives by stimulating family conversation about the past by relating past events to the present life today.

Relevance to rest of course: Lessons in this unit will help students to better understand how things have changed since their grandparents and parents were little. Students will be given the opportunity to get to know more about their family history. Seeing the change over time will inspire some to create bigger and better things. Some will change their own actions and habit for the better and others will keep searching for more. Our work and culture is constantly changing. We need to understand it so that we may be able to keep up with society.

**Modifications for language or special needs**: Texts will be read aloud. There are visuals, oral presentations, group discussions, and hands-on activities. Each lesson is easily broken down into smaller time frames depending on the students, class, and abilities. Students will be grouped in a variety of ways and will be able to work cooperatively with each other. There are a variety of teaching styles used and differentiated media and modalities available for each lesson. There are choices and a variety of assessments that are multi-leveled with illustrations and/or words. Students will have a choice of work space and can be moved if needed.

Historical background for lesson: The Blackstone Valley has always been an area that has welcomed immigrants from diverse cultures and this tradition still continues to this day. In this way, the past has remained the same over time. However, the ethnicity of the immigrants has changed over the years. For many years the main influx of newcomers were from Europe, then from Canada, and then from Europe again and Asia. Later, people came here from South-East Asia and recently from Latino and Hispanic cultures. All the immigrants have ventured here with common goals for themselves and their families: to go to work, to find housing, to have adequate food, to practice their religion, to get medical care, and to become educated. Along the way they enrich our society with their language and culture, bringing artifacts as memories of their former lives and countries.

#### **Rhode Island Grade Level Expectations and Grade Span Expectations**

### HP 1 (K-2) –1 Students *act as historians*, using a variety of tools (e.g., artifacts and Primary and secondary sources) by...

a. identifying and categorizing the kinds of information obtained from a variety of artifacts and documents (e.g., *what would this artifact tell us about how people lived?*) b. distinguishing objects, artifacts, and symbols from long ago and today (e.g., passage of time documented through family photos, evolution of household appliances)

#### HP 2 (K-2) – 3 Students show understanding of change over time by...

a. exploring and describing similarities and differences in objects, artifacts, and technologies from the past and present (e.g., transportation, communication, school and home life)

### HP 3 (K-2) – 2 Students make personal connections in an historical context (e.g., source-to-source, source to- self, source-to-world) by...

a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct their past and understand the present

### R-K-13 Uses comprehension strategies (flexibly and as needed) while listening to literary or informational text. (Local)

EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making simple text-based inferences; generating clarifying questions; constructing sensory images (e.g., making pictures in one's mind); or making connections (text to self, text to text, and text to world)

See Appendix D for meta-cognition strategies for understanding text.

### R-1-13 Uses comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text (Local)

EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making simple text-based inferences; generating clarifying questions; constructing sensory images (e.g., making pictures in one's mind); or making connections (text to self, text to text, and text to world)

See Appendix D for meta-cognition strategies for understanding text.

### R-2-13 Uses comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text (Local)

EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one's mind); or making connections (text to self, text to text, and text to world); or locating and using text features (e.g. headings, parts of the book) See Appendix D for meta-cognition strategies for understanding text.

### W-K-3 in response to literary or informational text read aloud, students make and support analytical judgments about text by...

**W–K–3.1** Using prior knowledge or reference to text to respond to a question using pictures (pictures may include

labels, which might only include beginning sounds and/or ending sounds) (Local)

W-K-3.3 Not assessed at this grade level

W- K-3.4 Not assessed at this grade level

### W-1-3 In response to literary or informational text read aloud or read independently, students make and support analytical judgments about text by...

W-1-3.1 Using prior knowledge or references to text to respond to a question (evidence may take the form of pictures, words, sentences, or some combination) (Local)

W-1-3.3 Not assessed at this grade level

**W–1–3.4** Organizing ideas by using a beginning and an ending given a structure (Local)

### W-2-3 in response to literary or informational text, students make and support analytical judgments about text by...

W-2-3.1 Stating a focus (purpose), when responding to a given question (Local)

W-2-3.3 Using details or references to text to support a given focus (Note: support may include prior knowledge) (Local)

W-2-3.4 Organizing ideas by using a beginning, middle, and concluding statement/sentence given a structure (Local)

EXAMPLES: template, frame, graphic organizer

### W-K-6 in informational writing (reports or procedures), students organize ideas/concepts by ...

W-K-6.1 Naming or labeling objects or pictures (Local)

W-K-6.2 Representing facts through pictures (Local)

### W-1-6 in informational writing (reports or procedures), students organize ideas/concepts by ...

W-1-6.1 Sorting and classifying facts (Local)

W-1-6.2 Representing facts through pictures, "words," "sentences," or some combination (Local)

### W-2-6 in informational writing (reports or procedures), students organize ideas/concepts by ...

W-2-6.1 Using a given organizational structure for grouping facts (e.g., template, frame, graphic organizer), with instructional support (Local)

W-2-6.2 Selecting facts to set context/background (Local)

#### **Rhode Island Teaching Standards**

#### 3. Technology productivity tools

### Students use technology tools to enhance learning, increase productivity, and promote creativity.

Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

#### 5. Technology research tools

### Students use technology to locate, evaluate, and collection information from a variety of sources.

Students use technology tools to process data and report results.

Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

#### **Massachusetts Curriculum Framework**

K

#### **ECONOMICS**

**7.** Use words relating to work, such as *jobs, money, buying,* and *selling.* (E)

- **8.** Give examples of how family members, friends, or acquaintances use money directly or indirectly (e.g., credit card or check) to buy things they want. (E)
- **PreK-K.8** Give examples of different kinds of jobs that people do, including the work they do at home. (E)
- **PreK-K.9** Explain why people work (e.g., to earn money in order to buy things they want). (E)

#### Grade 1

- **9.** Give examples of products (goods) that people buy and use.
- 10. Give examples of services that people do for each other
- **1.3** Identify and explain the meaning of American national symbols. (H, C)
- A. the American flag B. the bald eagle C. the White House D. the Statue of Liberty
- 1.9 Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families. (H)

#### Grade 2

#### **ECONOMICS**

- **8.** Give examples of people in the school and community who are both producers and consumers. (E)
- **9.** Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community. (E)
- 2.7 On a map of the world, locate the continent, regions, or and then the countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from. (G, C)
- **2.8** With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today. (G, C)

#### Pre K/ K

#### COMPOSITION, STANDARDS 19 AND 24: WRITING AND RESEARCH

- Draw pictures and/or use letters or phonetically-spelled words to give others information
- Dictate sentences for a letter or directions and collaborate to put the sentences in order.
- Generate questions and gather information from several sources in a classroom, school, or public library.

#### Grade 1-2

#### COMPOSITION, STANDARDS 19 AND 24: WRITING AND RESEARCH

- Write or dictate letters, directions, or accounts of personal experiences that have a logical order.
- Write or dictate research questions. Generate questions and gather information from several sources in a classroom, school, or public library.

#### **Objectives**

- > Students will learn about and discuss the Americans in the Blackstone Valley, including their diverse heritage as well as their family customs, sports, games, music, food religion, and artifacts past and present
- > Students will learn that the Blackstone Valley is made up of many diverse cultures working and living together sharing their cultures and traditions
- > Students will understand change over time by viewing the artifacts on the vuvox, discussing how they have changed or remained the same through the years and how they impact past/present life
- > Students will discuss changes in economy, jobs, and goods we buy and sell in the present as compared to the past
- > Students will make text predictions based on artifacts related to literary text and use a variety of comprehension strategies while listening to informational text
- > Students will demonstrate text comprehension through oral responses to literary text and artifact related questions during a class discussion and to questions about an informational text using prior knowledge and text references
- > Students will demonstrate understanding of artifacts by matching artifacts to jobs
- > Students will make inferences with supporting evidence related to an artifact by responding to an exit question about the text
- > Students will be able to connect artifacts to community, family, religious celebrations historical events, customs and to their own lives while identifying artifacts in images and gathering information from them about the past
- > Students will develop personal connections linked to history by creating an artifact from their family's past to help them better understand life today
- > Students will be able to explain the meaning of the Statue of Liberty and understand it is an important symbol to all Americans
- > Students will work with their families to find an artifact from their grandparents, aunts, uncles, friends, or neighbors and will be able to put it into a paper bag
- > Students will make observations and create some clues about their family chosen artifact and then write up to three specific clues for their artifact from broad to narrowthis may be in pictures and words
- > Students will match modern artifacts to historical facts by playing a concentration game
- > Students will interview their parents about their culture and share a quick sentence or two about what they learned from the interview with their parents
- > Students will analyze the clues and formulate a hypothesis for each artifact bag, then write or illustrate it on the Ouestion sheet
- Students will participate in the review session at the end of the lesson by reading the clues on the artifacts bags in a clear voice and asking other students to share a few of their ideas
- Students will be a good audience while the speaker is presenting and then create questions based on the presentation, asking questions in a clear voice
- > Students presenting will answer the question and give a little bit of background about the artifact including sharing some information about their family history pertaining to the family artifact
- > Students will use the computer to create a power point slide that includes a picture of their artifact, look up another picture from Bing or Google images from a different time period, and then type three characteristics or words for each picture
- > Students will take turns using the computers and will listen to a teacher helper

#### **Index of lessons**

- Introductory Lesson # 1: The Blackstone Valley Past and Present: Welcoming and Embracing Immigrants from Diverse Cultures
  One day, 60 minutes
- Lesson # 2: Artifacts Tell a Story about a Person, their Family, and their Work: Predicting with Artifacts
   Two days, two 60 minute periods or 120 minutes
- Lesson #3: Connecting Past and Present Creating a Family Artifact Two days, two 60 minute periods or 120 minutes - if you doing the optional (Step 3, Day 2) it will add an extra day (another 60 minutes) to the lesson.
- Lesson # 4: Class Mystery Artifacts (Day 1 Get a Clue) (Day 2 What Is It?)
   (Day 3 Let's Share) (Day 4 What's the Point?)
   Four days, four 30 60 minute periods or 120 240 minutes

#### Dear Families,

We will be starting a unit on Artifacts. Please help us be sending in a family artifact from great grandparents, grandparents, aunts, uncles, close friend, or neighbor. We will use this artifact to study about the past and how it affects the future. All artifacts will be returned at the end of the unit. Remember, an **Artifact** is an object made or used by humans and that is of archeological or historical interest (e.g., tools, ceramics, pieces of furniture, etc.) Please send in this item as quickly as possible, so that we can get our unit underway. If you don't have the actual object, please send in a picture.

Thank- you for your participation and understanding. Sincerely,

#### **Introduction Lesson #1**

Grade K - 2: The Blackstone Valley Past and Present: Welcoming and Embracing Immigrants from Diverse Cultures

Rhode Island Grade Level Expectations and Grade Span Expectations for Introductory Lesson #1: The Blackstone Valley Past and Present: Welcoming and Embracing Immigrants from Diverse Cultures

### HP 1 (K-2) –1 Students *act as historians*, using a variety of tools (e.g., artifacts and Primary and secondary sources) by...

a. identifying and categorizing the kinds of information obtained from a variety of artifacts and documents (e.g., *what would this artifact tell us about how people lived?*) b. distinguishing objects, artifacts, and symbols from long ago and today (e.g., passage of time documented through family photos, evolution of household appliances)

#### HP 2 (K-2) – 3 Students show understanding of change over time by...

a. exploring and describing similarities and differences in objects, artifacts, and technologies from the past and present (e.g., transportation, communication, school and home life)

### HP 3 (K-2) – 2 Students make personal connections in an historical context (e.g., source-to-source, source to- self, source-to-world) by...

a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct their past and understand the present

# <u>Massachusetts Curriculum Framework</u> for Introductory Lesson #1: The Blackstone Valley Past and Present: Welcoming and Embracing Immigrants from Diverse Cultures

#### <u>K</u>

#### **ECONOMICS**

- 7. Use words relating to work, such as jobs, money, buying, and selling. (E)
- **8.** Give examples of how family members, friends, or acquaintances use money directly or indirectly (e.g., credit card or check) to buy things they want. (E)
- **PreK-K.8** Give examples of different kinds of jobs that people do, including the work they do at home. (E)
- *PreK-K.9* Explain why people work (e.g., to earn money in order to buy things they want). (E)

#### Grade 1

- **9.** Give examples of products (goods) that people buy and use.
- **10.** Give examples of services that people do for each other
- 1.9 Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families. (H)

#### **Grade 2**

#### **ECONOMICS**

- **8.** Give examples of people in the school and community who are both producers and consumers. (E)
- 9. Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community. (E)
- 2.7 On a map of the world, locate the continent, regions, or and then the countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from. (G, C) 2.8 With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today. (G, C)

#### Objectives for Introductory Lesson #1: The Blackstone Valley Past and Present: **Welcoming and Embracing Immigrants from Diverse Cultures**

- > Students will learn about and discuss the Americans in the Blackstone Valley, including their diverse heritage as well as their family customs, sports, games, music, food religion, and artifacts past and present.
- > Students will learn that the Blackstone Valley is made up of many diverse cultures working and living together sharing their cultures and traditions.
- > Students will understand change over time by viewing the artifacts on the vuvox and discussing how they have changed or remained the same through the years
- Students will discuss changes in economy, jobs, and the goods we buy and sell in the present as compared to the past

#### Materials for Introductory Lesson #1: The Blackstone Valley Past and Present: Welcoming and Embracing Immigrants from Diverse Cultures

Pencils

Clipboards

Sticky notes

Maestro, Betty. Coming to America: The Story of Immigration. New York, N.Y.: Scholastic, 1996.

Blabberize http://www.screentoaster.com/watch/stUE5URURPRFtXQIRYUlhfVVNT Password is: Artifact (It is case sensitive) Definition of Artifact

Vuvox http://www.screentoaster.com/watch/stUE5URURPRFtXQ1VdUl5aXlNW Password is: Culture2 (Cultural slideshow/ Vuvox)

Homework: http://www.parentsconnect.com/do/its getting hot in here.jhtml

Hot Cold Game handouts

Exit cards

Exit card criteria

Time needed for Introductory Lesson #1: The Blackstone Valley Past and Present: **Welcoming and Embracing Immigrants from Diverse Cultures** 

Approximately 60 minutes

# Detailed procedure for Introductory Lesson #1: The Blackstone Valley Past and Present: Welcoming and Embracing Immigrants from Diverse Cultures Set:

The teacher will gather the students either in a meeting area or keep them seated at desks. The teacher will introduce students to the meaning of an artifact by having the students view and listen to the Blabberize

http://www.screentoaster.com/watch/stUE5URURPRFtXQlRYUlhfVVNT

Password is: Artifact (It is case sensitive) Definition of Artifact. Discuss the meaning of artifacts and have students' offer examples of artifacts. A game can be played in the classroom "I'm thinking of an artifact..." This can be played several ways. The first way is like the game Hot/Cold: One student is chosen as 'It' and leaves the room. The other students decide on an artifact for 'It' to find. When 'It' returns, everyone says "hotter" or "colder" as 'It' gets closer or farther from the artifact until 'It' finds the correct artifact. See who can find the artifact fastest. The second way is for the teacher to begin "I'm thinking of an artifact...and give three hints. The first student who guesses becomes the hint giver next.

### <u>Procedure/Activities</u> Introductory Lesson #1: The Blackstone Valley Past and Present: Welcoming and Embracing Immigrants from Diverse Cultures

- 1. Read Aloud <u>Coming to America: The Story of Immigration</u> by Betsy Maestro or another book that tells the story of immigration. (*The teacher will want to adapt some of the reading or skip some of the pages for younger students*).
- 2. Discuss story. The teacher will connect the story to the history of the Blackstone Valley and the diverse immigrant cultures settling here to live and go to work.
- 3. Explain that students will view a Vuvox slide show where they will see examples of artifacts from many of these diverse cultures who came to the Blackstone Valley to live and work.
- 4. Show the Vuvox <a href="http://www.screentoaster.com/watch/stUE5URURPRFtXQ1VdUl5aXlNW">http://www.screentoaster.com/watch/stUE5URURPRFtXQ1VdUl5aXlNW</a>
  Password is: Culture2 (Cultural slideshow/ Vuvox)slide show once without stopping. Second grade students can use sticky notes or clip boards with papers to note any questions or comments they may have about the slide show as it is shown.
- 5. After that, discuss the Vuvox slide show. Go to specific slides to explain further or to answer student questions.

### <u>Closure</u> for Introductory Lesson #1: The Blackstone Valley Past and Present: Welcoming and Embracing Immigrants from Diverse Cultures

The teacher will tell the students to think (to themselves –in their own head-not aloud) for one to three minutes (i.e., K students may only be able to sit thinking for one minute; set timer) What was your favorite artifact in the slideshow? Why? The teacher may want to give the students a choice between two or three of the artifacts. Now students will record their answers to the question on exit cards. The teacher may need to record answers for K and provide support by printing words on board, word wall or putting up picture/word cards.

Homework/Assignments for Introductory Lesson #1: The Blackstone Valley Past and Present: Welcoming and Embracing Immigrants from Diverse Cultures

Teacher will tell students that they will teach their families how to play the Hot/Cold Game for homework. They may play it with artifacts or with any items they have in the house. See hand outs for homework.

All handouts and readings (maps, pictures, etc.) for Introductory Lesson #1: The Blackstone Valley Past and Present: Welcoming and Embracing Immigrants from Diverse Cultures

#### **Exit Cards**

Name one thing you learned from watching the Vuvox slide show?	Name one thing you learned from watching the Vuvox slide show?	Name one thing you learned from watching the Vuvox slide show?	Name one thing you learned from watching the Vuvox slide show?
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Name		Name	

### Homework: Play this game with your family tonight. Have fun! <a href="http://www.parentsconnect.com/do/its\_getting\_hot\_in\_here.jhtml">http://www.parentsconnect.com/do/its\_getting\_hot\_in\_here.jhtml</a>

#### **Hot Cold Game**

Get the kids warmed up with this chill game!

Yell out, "hot" when they get close to a hidden item and "cold" when they stray far away.

Hidden item: Anything small and easy to hide, including an item that becomes a prize for the successful searcher (say a set of stickers. You can never have too many!).

Searcher: Your child

Hider: Mom, Dad, Grandparents, an older sibling

Hiding place and play area: This game can be played indoors in any room of the house, or outside.

Send the searcher out of the room.

While he's gone, the hider stashes the item in a safe, age-appropriate place. It's also a good idea to avoid hiding things like eggs or other breakable or degradable items. Call the searcher back into the room and have him start searching.

The hider helps the searcher by yelling out, "warm" when he is headed in the right direction and "cold" when he isn't. Make the game more fun by coming up with extreme adjectives, rather than just "warm," "hot," "cool" and "cold." Here are some more words to use that just may improve your child's vocabulary:

- Frigid or freezing: When he's strayed very far away.
- Scalding, sweltering, scorching, searing: All these "s" words are great for when he's practically stepping on the item.
- Subzero: Means he's headed in the wrong direction.
- Antarctic: When he's left the "continent" and isn't even in the general vicinity of the item.
- Caliente: Teach your kids some Español while you're at it!
- Ice Cubes: Nowhere near it.
- Glacier: Absolutely nowhere near it.
- Tropical: In the general vicinity.
- Boiling: It's right under his nose.

When he finds the item, have him do a little victory dance.

Swap places. The searcher becomes the hider and vice versa.

Name	Date					
Criteria For when Lesson #1 Exit	Wow	Met	Close	Not	Ι	
Cards				Yet	noticed	
<ul> <li>I drew a picture of something I learned from the Vuvox slide show</li> <li>I wrote what I learned from the Vuvox slide show</li> <li>My explanation makes sense and it is easy to understand</li> </ul>						
Comments						
Questions		. Who is assessing this piece?				
		Self-assessment				
		Peer-assessment				
		Teacher-assessment				

#### Lesson #2

### Grade K - 2: Artifacts Tell a Story about a Person, their Family, and their Work: Predicting with Artifacts

**Rhode Island Grade Level Expectations and Grade Span Expectations** for Lesson **2: Artifacts Tell a Story about a Person, their Family, and their Work: Predicting with Artifacts** 

### HP 1 (K-2) –1 Students *act as historians*, using a variety of tools (e.g., artifacts and Primary and secondary sources) by...

a. identifying and categorizing the kinds of information obtained from a variety of artifacts and documents (e.g., *what would this artifact tell us about how people lived?*) b. distinguishing objects, artifacts, and symbols from long ago and today (e.g., passage of time documented through family photos, evolution of household appliances)

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See Appendix D for meta-cognition strategies for understanding text.

### R-1-13 Uses comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text (Local)

EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making simple text-based inferences; generating clarifying questions; constructing sensory images (e.g., making pictures in one's mind); or making connections (text to self, text to text, and text to world)

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### R-2-13 Uses comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text (Local)

EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one's mind); or making connections (text to self, text to text, and text to world); or locating and using text features (e.g. headings, parts of the book)

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### W-K-3 in response to literary or informational text read aloud, students make and support analytical judgments about text by...

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pictures (pictures may include labels, which might only include beginning sounds and/or ending sounds) (Local)

W-K-3.3 Not assessed at this grade level

W- K-3.4 Not assessed at this grade level

### W-1-3 In response to literary or informational text read aloud or read independently, students make and support analytical judgments about text by...

- W-1-3.1 Using prior knowledge or references to text to respond to a question (evidence may take the form of pictures, words, sentences, or some combination) (Local)
- W-1-3.3 Not assessed at this grade level
- **W–1–3.4** Organizing ideas by using a beginning and an ending given a structure (Local)

### W-2-3 in response to literary or informational text, students make and support analytical judgments about text by...

- W-2-3.1 Stating a focus (purpose), when responding to a given question (Local)
- W-2-3.3 Using details or references to text to support a given focus (Note: support may include prior knowledge) (Local)
- W-2-3.4 Organizing ideas by using a beginning, middle, and concluding statement/sentence given a structure (Local)

EXAMPLES: template, frame, graphic organizer

### <u>Massachusetts Curriculum Framework</u> for Lesson 2: Artifacts Tell a Story about a Person, their Family, and their Work: Predicting with Artifacts

#### <u>K</u>

#### **ECONOMICS**

- **7.** Use words relating to work, such as *jobs*, *money*, *buying*, and *selling*. (E)
- **8.** Give examples of how family members, friends, or acquaintances use money directly or indirectly (e.g., credit card or check) to buy things they want. (E)
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#### **Grade 1**

- **9.** Give examples of products (goods) that people buy and use.
- 10. Give examples of services that people do for each other
- **1.3** Identify and explain the meaning of American national symbols. (H, C)
- A. the American flag B. the bald eagle C. the White House D. the Statue of Liberty
- 1.9 Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families. (H)

#### Grade 2

#### **ECONOMICS**

- **8.** Give examples of people in the school and community who are both producers and consumers. (E)
- **9.** Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community. (E)

2.7 On a map of the world, locate the continent, regions, or and then the countries from which students, their parents, guardians, grandparents, or other relatives or ancestors eame. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from. (G, C)

2.8 With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today. (G, C)

### Objectives for Lesson 2: Artifacts Tell a Story about a Person, their Family, and their Work: Predicting with Artifacts

- > Students will make text predictions based on artifacts related to literary text
- > Students will demonstrate text comprehension through oral responses to text and artifact related questions during a class discussion
- > Students will demonstrate understanding of artifacts by matching artifacts (tools) to jobs
- > Students will make inferences with supporting evidence related to an artifact by responding to an exit question about the text
- > Students will be able to connect artifacts to community, family, religious celebrations historical events, customs and to their own lives
- > Students will discuss how artifacts have changed or remained the same over time and how they impact past/present life

### Materials for Lesson 2: Artifacts Tell a Story about a Person, their Family, and their Work: Predicting with Artifacts

Pencils

Cards with 8 artifact images, 4 of each (1 for the class signs)

**Prediction Sheets** 

http://www.readwritethink.org/files/resources/interactives/doodle/

(Students will insert prediction under significance of Doodle to Text)

Hest, Amy. When Jessie Came Across the Sea. Cambridge, MA: Candlewick Press, 1997.

"Read aloud apron" (Any kind of apron – bought or handmade with pockets that are there, added, or both to hold objects, artifacts, and supplies to enhance a read aloud) Artifacts: a needle and thread, a piece of lace, a jar with coins inside, a mini alphabet book, a tiny silver box, a wedding ring, a letter, and a piece of leather Crayons

Box for artifacts

Homework <a href="http://www.education.com/files/86801\_86900/86807/file\_86807.pdf">http://www.education.com/files/86801\_86900/86807/file\_86807.pdf</a> <a href="http://www.education.com/files/86801\_86900/86810/file\_86810.pdf">http://www.education.com/files/86801\_86900/86810/file\_86810.pdf</a>

Chart paper with questions

Team work Rubric

http://www.uwstout.edu/static/profdev/rubrics/primaryteamworkrubric.pdf

Prediction criteria/rubric

Discussion Rubric http://www.mashell.com/~parr5/techno/group.html

Exit cards

Exit card criteria

Sticks with students' names or numbers

Time needed for Lesson 2 - Activity #1 & #2: Artifacts Tell a Story about a Person, their Family, and their Work: Predicting with Artifacts, Day 1 & 2 Approximately two 45 - 60 minute class periods or blocks (one for each day/activity)

# Detailed procedure for Lesson 2 - Activity #1: Artifacts Tell a Story about a Person, their Family, and their Work: Predicting with Artifacts, Day 1 Set:

The teacher will gather the students either in a meeting area or keep them seated at desks. The teacher will put on the "read aloud apron". Next, the teacher will show the students the artifacts one at a time (a needle and thread, a piece of a lace, a jar with coins inside, a mini alphabet book, a tiny silver box, a wedding ring, a letter, and a piece of leather) that are in the pockets of the apron, making certain that each student knows what each item is (*The length of discussion will be determined by the students in the class.*) Afterwards, put the artifacts in a box and pass them around for each student to observe and touch. When all the students have looked at the artifacts, display them in a spot where everyone can see them.

### <u>Procedure/Activities</u> for Lesson 2 Activity #2: Artifacts Tell a Story about a Person, their Family, and their Work: Predicting with Artifacts, Day 2

- 1. Preview the book, When Jessie Came Across the Sea by showing the students the cover of the book, reading the title, the author, and previewing the illustrations (*The preview should go quickly; don't give away too much of the book*).
- 2. Next, the teacher will use the cooperative learning structure: think, pair, and share. The teacher will hand the students numbered cards with images or photographs of the artifacts: (#1) a picture of a needle and thread, (#2) a picture of a piece lace, (#3) a picture of a jar of coins, (#4) a picture of a mini alphabet book, (#5) a picture of a tiny silver box, (#6) a picture of a wedding ring, (#7) a picture of a letter, (#8) a picture of a piece of leather.
- 3. The teacher will tell the students to think (to themselves –in their own head- not aloud) for one to three minutes (i.e., K will only be able to sit thinking for about one minute; set timer). Why is the artifact in the picture important to the story? What will happen in the story related to the artifact in the picture? What is their prediction? The teacher will tell the students that when the timer is up they will meet with another student who has the same artifact to share their thoughts. They will work at the spot in the classroom with their artifact sign. (The teacher will post signs ahead of time in 8 appropriate group working areas. There may be more than one pair of students working in an area depending on the size of the class.)
- 4. The teacher may choose to assign one student in each group as the recorder and one as the sharer or presenter. One easy way to do this is by placing an S or a P on the prediction paper next to the student's name. The teacher will pass out the prediction sheets, crayons, and pencils or students can work on computers at this web address:

  http://www.readwritethink.org/files/resources/interactives/doodle/. First, the
  - http://www.readwritethink.org/files/resources/interactives/doodle/. First, the students should discuss their predictions, then the recorders need to write the prediction and draw the artifact on the prediction sheet (*Note: teacher will need*)

- to add/delete support to differentiate learning depending on grade level and ability).
- 5. Tell students they have ten minutes. Remind them when there are five, two, one minute left. Teacher will indicate when time is up and tell the students to return to the meeting area with their predictions. Have the sharer from each group share the pair's prediction.

### <u>Closure</u> for Lesson 2 - Activity #1: Artifacts Tell a Story about a Person, their Family, and their Work: Predicting with Artifacts, Day 1

6. Teacher will post predictions on bulletin board for students to view as they finish sharing their prediction.

### Homework/Assignments for Lesson 2 - Activity #1: Artifacts Tell a Story about a Person, their Family, and their Work: Predicting with Artifacts, Day 1

Teacher will tell the students to bring in one artifact from home that represents them or tells something about them. It can represent their hobby, a sport they play, their favorite game, or something special to them. Be sure it is not something that will break at school.

### <u>Procedure/Activities</u> for Lesson 2 Activity #2: Artifacts Tell a Story about a Person, their Family, and their Work: Predicting with Artifacts, Day 2

- 1. Have students gather in meeting area and share artifacts students brought from home by placing them on a museum table. Review previous day's predictions. Refer to posted student predictions.
- 2. Read the story, When Jessie Came Across the Sea, aloud.
- 3. Discuss predictions. Was anyone close? Was the story different than student predictions?
- 4. Ask questions in sequence and discuss student answers. (*Teacher might use sticks with students' names or numbers or a color-coded system (i.e. "if you're wearing a red shirt") to encourage all students to participate accountably in the discussion*).
  - a. In the story Grandmother taught Jessie how to sew lace and Jessie taught Grandmother to read and write. Do people sew lace for wedding dresses by hand today or is it done in a factory by a machine? Did these lessons help them? How? Do people sew lace for wedding dresses by hand today or is it done in a factory by a machine?
  - b. In the story Grandmother dropped coins in a jar. How do you think she used the coins? Do you think Grandmother and Jessie still kept a jar for the money they earned after Grandmother came to America? Do people save money in jars today? Where do most people put the money that they want to save now? Is there a special place in the community where money is kept safely for people?

- c. Why do you think Jessie took the silver box with her to America, but not the wedding band? Why did the illustrator put a wedding ring after the words on the last page?
- d. Do you think that Cousin Kay was glad that Jessie worked for her? Why?
- e. Why did Lou want Jessie to meet his family? Why did Jessie bring a basket with a lace cloth when she went to meet Lou's family?
- f. Why did Jessie tell Lou, "Soon", when he asked her to marry him?
- g. Do you think all people who come to America can do the same work they did in their birth or native country? Why? Give an example.
- h. How do workers learn a new job or trade?

### <u>Closure</u> for Lesson 2 - Activity #2: Artifacts Tell a Story about a Person, their Family, and their Work: Predicting with Artifacts, Day 2

5. The teacher will tell the students to think (*to themselves –in their own head-not aloud*) for one to three minutes (i.e., *K students may only be able to sit thinking for one minute; set timer*) about the one artifact that was most important to Jessie and why it was so important. The teacher may want to give the students a choice between two or three of the artifacts. When time is up, the teacher will tell students to turn to their elbow partner and whisper share their answer to each other (this is someone sitting to the right or left of the student \* make sure that each student has a partner). Their answers will also be put on exit cards. The teacher may need to record answers for K and provide support by printing words on board, word wall or putting up picture/word cards. Finally, the teacher will tell the students that the next day they will create an artifact that they would take to a new land that symbolizes their family or their family's work and pack it in a suitcase.

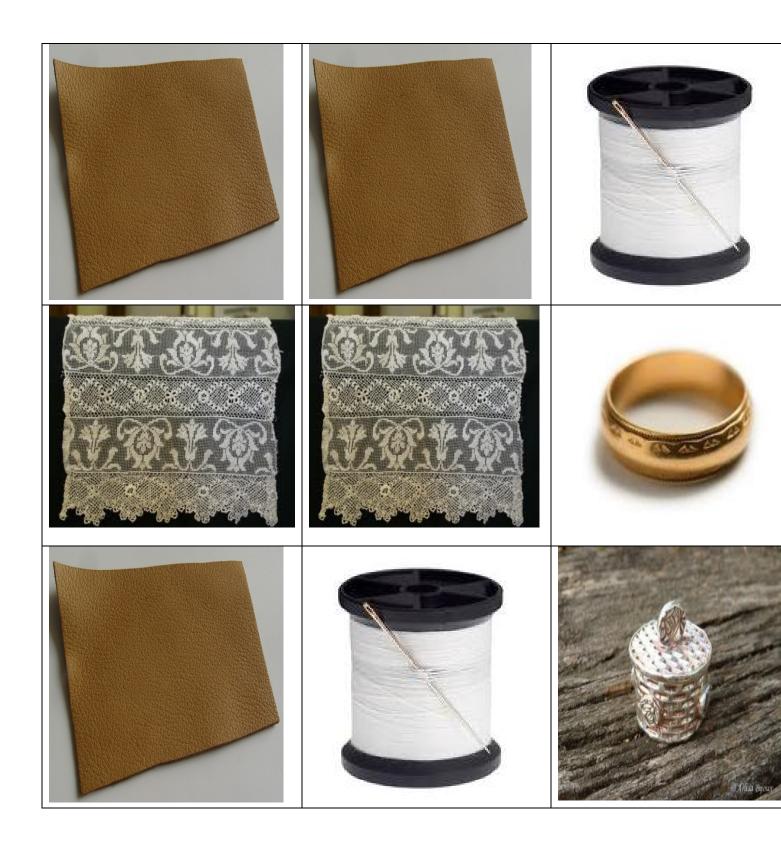
### Homework/Assignments for Lesson 2 - Activity #2: Artifacts Tell a Story about a Person, their Family, and their Work: Predicting with Artifacts, Day 2

Distribute homework sheet: The teacher will go over the example with the students. "Jessie's job was a seamstress. She made lace bridal dresses. What tools did she use? Can you choose the objects or artifacts from the box that was Jessie's tool? For homework you have pictures of workers and words that tell the job they have. On the other side there are tools to do the job. You need to match the worker with the tool. There are extra tools that don't belong. Be careful. Some of them may be tricky."

## All handouts and readings (maps, pictures, etc.) for Lesson 2 -: Artifacts Tell a Story about a Person, their Family, and their Work: Predicting with Artifacts

#### **Artifact Cards**









#### Homework/Assignments for Lesson 2 - Activity #1: Predicting with Artifacts, Day

Teacher will tell the students to bring in one artifact from home that represents them or tells something about them. It can represent their hobby, a sport they play, their favorite game, or something special to them. Be sure it is not something that will break at school.

Tomorrow, take in 1 artifact to school that tells about you. It can be about a sport, a hobby, a game, something you do well, a favorite toy, or something that you treasure.

Be sure not to take in anything that is easy to break, like glass or ceramic.

Name
Name
When Jessie Came Across the Sea Prediction Sheet
Picture of Artifact
Explanation of the Artifact
This artifact is
It is used
Prediction (Why is the artifact in the picture important to the story? What will happen in the story related to the artifact in the picture?)

#### **Exit Cards**

What artifact do you think was most important to Jessie? Why?	What artifact do you think was most important to Jessie? Why?	What artifact do you think was most important to Jessie? Why?	What artifact do you think was most important to Jessie? Why?
Name What artifact do you think was most important to Jessie? Why?	Name What artifact do you think was most important to Jessie? Why?	Name What artifact do you think was most important to Jessie? Why?	Name What artifact do you think was most important to Jessie? Why?
NameWhat artifact do you think was most important to Jessie? Why?	Name What artifact do you think was most important to Jessie? Why?	Name What artifact do you think was most important to Jessie? Why?	Name What artifact do you think was most important to Jessie? Why?
Name			

Name	Role				
Partner's Name	Date				
Criteria For when <b>Jessie Came Across</b>	Wow	Met	Close	Not	I
the Sea Artifact Prediction				Yet	noticed
<ul><li>I drew my artifact</li></ul>					
<ul><li>I named my artifact</li></ul>					
<ul><li>I told the use of my artifact</li></ul>					
<ul><li>I predicted why my artifact is</li></ul>					
important to the story					
<ul><li>I predicted what will happen in</li></ul>					
the story related to my artifact					
<ul><li>My prediction makes sense</li></ul>					
<ul><li>My prediction tells more</li></ul>					
I included:					
an inference (I put a few					
clues together and figured					
out important information					
about the artifact)					
a question (I asked an					
important question about					
the artifact)					
a sensory image or a mind					
picture (I explained or					
drew a mind picture					
related to the artifact)					
a connection (text to self,					
text to text, and text to					
world) (I explained a					
personal, book, movie, or					
news connection)					
Comments					
Questions		Who is assessing this piece?			
		Self-assessment			
		Peer-assessment			
		Te	acher-asses	sment	

Name	Date				
<ul> <li>Criteria For when Jessie Came Across the Sea Exit Cards</li> <li>I drew a picture of the artifact that was most important to Jessie</li> <li>I told what artifact was most important to Jessie</li> <li>I told why I thought it was the most important artifact to Jessie</li> <li>I add details from the text</li> <li>I add evidence from the text</li> <li>My explanation makes sense and it is easy to understand</li> </ul>	Wow	Met	Close	Not Yet	I noticed
Comments					
Questions		Who is assessing this piece?			
		Self-assessment			
		Peer-assessment			
		Teacher-assessment			

### Rhode Island Grade Level Expectations and Grade Span Expectations for Lesson #3: Connecting Past and Present - Creating a Family Artifact

#### HP 1 (K-2) –1 Students *act as historians*, using a variety of tools (e.g., artifacts and Primary and secondary sources) by...

a. identifying and categorizing the kinds of information obtained from a variety of artifacts and documents (e.g., *what would this artifact tell us about how people lived?*) b. distinguishing objects, artifacts, and symbols from long ago and today (e.g., passage of time documented through family photos, evolution of household appliances)

#### HP 2 (K-2) – 3 Students show understanding of change over time by...

a. exploring and describing similarities and differences in objects, artifacts, and technologies from the past and present (e.g., transportation, communication, school and home life)

### HP 3 (K-2) – 2 Students make personal connections in an historical context (e.g., source-to-source, source to- self, source-to-world) by...

a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct their past and understand the present

### R-K-13 Uses comprehension strategies (flexibly and as needed) while listening to literary or informational text. (Local)

EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making simple text-based inferences; generating clarifying questions; constructing sensory images (e.g., making pictures in one's mind); or making connections (text to self, text to text, and text to world)

See Appendix D for meta-cognition strategies for understanding text.

### R-1-13 Uses comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text (Local)

EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making simple text-based inferences; generating clarifying questions; constructing sensory images (e.g., making pictures in one's mind); or making connections (text to self, text to text, and text to world)

See Appendix D for meta-cognition strategies for understanding text.

### R-2-13 Uses comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text (Local)

EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one's mind); or making connections (text to self, text to text, and text to world); or locating and using text features (e.g. headings, parts of the book)

See Appendix D for meta-cognition strategies for understanding text.

### W-K-6 in informational writing (reports or procedures), students organize ideas/concepts by ...

W-K-6.1 Naming or labeling objects or pictures (Local)

W–K–6.2 Representing facts through pictures (Local)

### W-1-6 in informational writing (reports or procedures), students organize ideas/concepts by ...

- W-1-6.1 Sorting and classifying facts (Local)
- W-1-6.2 Representing facts through pictures, "words," "sentences," or some combination (Local)
- W-2-6 in informational writing (reports or procedures), students organize ideas/concepts by ...
- W-2-6.1 Using a given organizational structure for grouping facts (e.g., template, frame, graphic organizer), with instructional support (Local)
- W-2-6.2 Selecting facts to set context/background (Local)

### <u>Massachusetts Curriculum Framework</u> for Lesson # 3: Connecting Past and Present - Creating a Family Artifact

#### K

#### **ECONOMICS**

- 7. Use words relating to work, such as jobs, money, buying, and selling. (E)
- **PreK-K.8** Give examples of different kinds of jobs that people do, including the work they do at home. (E)
- **PreK-K.9** Explain why people work (e.g., to earn money in order to buy things they want). (E)

#### **Grade 1**

- **9.** Give examples of products (goods) that people buy and use.
- **10.** Give examples of services that people do for each other
- **1.3** Identify and explain the meaning of American national symbols. (H, C)
- A. the American flag B. the bald eagle C. the White House D. the Statue of Liberty
- 1.9 Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families. (H)

#### Grade 2

#### **ECONOMICS**

- **8.** Give examples of people in the school and community who are both producers and consumers. (E)
- **9.** Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community. (E)
- 2.7 On a map of the world, locate the continent, regions, or and then the countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from (G, C)
- **2.8** With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today. (G, C)

#### **Objectives Lesson # 3: Connecting Past and Present - Creating a Family Artifact**

- > Students will use a variety of comprehension strategies while listening to informational text
- > Students will identify artifacts from the past in images and be able to gather information from them about the past
- > Students will be able to respond orally to questions about an informational text using prior knowledge and text references

- > Students will be able to tell similarities and differences in artifacts from the past to the present
- > Students will develop personal connections linked to history (source-to-source, source to- self, source-to-world) by creating an artifact from their family's past to help them better understand life today
- > Students will be able to explain the meaning of the Statue of Liberty and understand it is an important symbol to all Americans

#### Materials Lesson # 3: Connecting Past and Present - Creating a Family Artifact

Pencils

Crayons

Box for artifacts (optional)

Handle (pipe cleaner or plastic) (optional)

Assorted craft decorations, construction paper, fabric, wheels, and stickers for box suitcase(optional)

Clay or Crayola® Air-Dry Clay Model Magic(optional)

Magazines or photographs (optional)

Discussion Rubric http://www.mashell.com/~parr5/techno/group.html

http://www.teach-nology.com/worksheets/graphic/suitcase2.html printable suitcase

Lawlor, Veronica. I Was Dreaming to Come to America: Memories from the Ellis Island Oral History Project. New York, N.Y.: Viking Penguin Books Inc., 1995.

Levine, Ellen. If Your Name Was Changed at Ellis Island. New York, N.Y.: Scholastic,

1993. http://pbskids.org/bigapplehistory/immigration/topic4\_pic.html

http://video.scholastic.com/services/player/bcpid1842760475?bctid=1885473949

http://digitalgallery.nypl.org/nypldigital/id?212029 Italian immigrants

http://digitalgallery.nypl.org/nypldigital/id?833677Irish immigrants

http://digitalgallery.nypl.org/nypldigital/id?417073 group wearing fezzes

http://digitalgallery.nypl.org/nypldigital/id?107648 Greek child

http://digitalgallery.nypl.org/nypldigital/id?731894F Statue of Liberty

http://digitalgallery.nypl.org/nypldigital/id?836577 Ellis Island

http://www.nps.gov/featurecontent/stli/eTour.htm Statue of Liberty Video

 $Tour \underline{http://videos.howstuffworks.com/hsw/26167-history-in-the-making-statue-of-linear and the following and the foll$ 

*liberty-renovation-video.htm* statue of liberty restoration video.

Criteria for Connecting Past&Present creating a family artifact packing a suitcase.doc





http://www.featurepics.com/FI/Thumb300/20100722/Thermometers-1617554.jpg

White board

White board markers

<a href="http://www.english-4kids.com/flashcards.html">http://www.english-4kids.com/flashcards.html</a> free flashcards http://www.eslkidsworld.com/flashcards.html free flashcards

Sticks with students' names or numbers

#### Time needed for Lesson #3: Connecting Past and Present - Creating a Family Artifact

The time needed for this lesson is approximately two 40 - 60 minute periods (two days) if you are not decorating the optional box suitcase. This box (Step 3, Day 2) will add an extra day (another 60 minutes) to the lesson.

# Detailed procedure for Lesson 3 – Activity #1: Connecting Past and Present: Creating a Family Artifact; Day 1 Set:

The teacher will gather the students together in a meeting area. The teacher will project a picture of passengers disembarking at Ellis Island onto a screen for students to view or print the pictures and pass it around for students to see.

http://pbskids.org/bigapplehistory/immigration/topic4\_pic.html

http://video.scholastic.com/services/player/bcpid1842760475?bctid=1885473949

(Immigrants disembarking at Ellis Island image and video clip)

http://digitalgallery.nypl.org/nypldigital/id?212029 Italian immigrants

http://digitalgallery.nypl.org/nypldigital/id?833677Irish immigrants

http://digitalgallery.nypl.org/nypldigital/id?417073 group wearing fezzes

http://digitalgallery.nypl.org/nypldigital/id?107648 Greek child

Students will volunteer some ideas of what the passengers might be carrying in their luggage and baggage. What artifacts might they have? Will they save these as mementos or memories of their past lives? Read page 19 – 20, showing text illustrations of *If Your Name Was Changed at Ellis Island* by Ellen Levine and illustrated by Wayne Parmenter.

### Procedure/Activities for Lesson 3 – Activity #1: Connecting Past and Present: Creating a Family Artifact; Day 1

1. Read the forward and excerpts (pages 12, 16, 18, 34) from *I Was Dreaming to Come to America Memories from the Ellis Island Oral History* Project aloud and show accompanying illustrations. Discuss readings. What does the book say about Ellis Island and the Statue of Liberty? Briefly talk about the two places and show images. http://digitalgallery.nypl.org/nypldigital/id?731894F

<a href="http://digitalgallery.nypl.org/nypldigital/id?836577">http://digitalgallery.nypl.org/nypldigital/id?836577</a>
<a href="http://www.nps.gov/featurecontent/stli/eTour.htm">http://www.nps.gov/featurecontent/stli/eTour.htm</a>
Statue of Liberty Video Tour (*This may be too much for K students*)

<u>http://videos.howstuffworks.com/hsw/26167-history-in-the-making-statue-of-liberty-renovation-video.htm</u> statue of liberty restoration video.

2. Ask what the students notice in the illustrations? Is there anything they notice about the immigrant's names and their countries? Have students find (or teacher will show students depending on ability) some of the countries on a globe or world map. Point out the relation in location to the America, especially Ellis Island. What type of artifacts did immigrants' bring with them? If your grandfather or grandmother was a doctor, what kind of artifact might they take with them? Teacher will give students hints until someone volunteers a fever thermometer. Next, the teacher will put an example of how the thermometer has changed over time on the ELMO or pass out a handout to students.



http://www.featurepics.com/FI/Thumb300/20100722/Thermometers-1617554.jpg

### <u>Closure</u> for Lesson 3 - Activity #1: Connecting Past and Present: Creating a Family Artifact; Day 1

3. Play a short untraditional game of **Artifact Pictionary®**. The Drawer draws a picture of a tool (artifact) and prints the word (i.e., hammer) on paper or writes the

word for a job (i.e., carpenter) and draws a picture of a carpenter. The Guesser must name the job or the artifact or tool related to the job. If the guesser is correct, then they become the drawer. If not, choose another student until someone guesses correctly. Occupation cards and word/ picture cards will be helpful for K students and ELL learners.

http://www.english-4kids.com/flashcards.html free flashcards http://www.eslkidsworld.com/flashcards.html free flashcards (Teacher might use sticks with students' names or numbers or a color-coded system (i.e. "if you're wearing a red shirt") to encourage all students to participate accountably in the discussion).

### Homework/Assignments for Lesson 3 - Activity #1: Connecting Past and Present: Creating a Family Artifact; Day 1

Homework: Teach someone at home to play Artifact

**Pictionary®:** The Drawer draws a picture of a tool (artifact) and prints the word (i.e., hammer) on paper or writes the word for a job (i.e., carpenter) and draws a picture of a carpenter. The Guesser must name the job or the artifact or tool related to the job. If the guesser is correct, then they become the drawer.

### Detailed procedure for Lesson 3 – Activity #2: Connecting Past and Present: Creating a Family Artifact; Day 1

- 1. Pass out sticky notes to students at their desks. Have them draw a picture, print a word, or write a sentence, to remind them about one thing they learned from the previous day's lesson that they want to share. Gather students in meeting area. Review the previous day's lesson by sharing stickies.
- 2. The teacher will explain that students will create an artifact that they would take to a new land that symbolizes their family or their family's work, and then they will pack it in a suitcase. Students will draw the artifact on the suitcase organizer. They will label the name of the artifact; tell about how it is used, and why it is important to their family. Suitcase worksheet Handout



#### More suitcases:

http://www.makeworldbetter.com/sitebuilder/images/suitcase\_bare-400x300.jpg http://www.teach-nology.com/worksheets/graphic/suitcase2.html http://www.daniellesplace.com/Images6/suitcasepatpaper72.gif

http://www.daniellesplace.com/Images6/suitcasepatpaper / 2.gif

Suitcase: Draw Four Items You 172 × 230 - 3k – gif enchantedlearning.com

http://www.justgirlsjustitaly.com/Images/G19-suitcase.jpg

Criteria for Connecting Past&Present creating a family artifact packing a suitcase.doc

suitcasesortworksheet.GIF suitcasesort2.gif

3. Optional: Students will decorate a box to look like a suitcase, add a handle and wheels if they wish make their artifact out of clay or Crayola® Air-Dry Clay Model Magic, take a photograph of their artifact, or cut out a magazine or computer image of their artifact and put it in the box. (This will take and extra day.)

# <u>Closure</u> for Lesson 3 - Activity #2: Connecting Past and Present: Creating a Family Artifact; Day 2

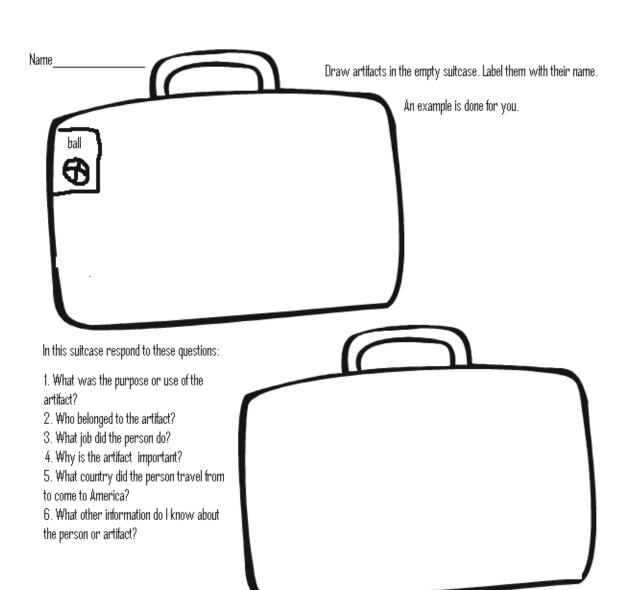
4. Play game: http://www.activityvillage.co.uk/i\_packed\_my\_suitcase.htm "I Packed My Suitcase" is a classic memory game which is useful for all sorts of occasions, from a doctor's waiting room to a long car journey! The teacher can adapt it to all ages of kids, and adults enjoy playing as much as children. The teacher can adapt it to this lesson. The students will follow one of the variations below or the teacher can make up rules to match the lesson. The students choose an artifact to pack that they or their family would have used in their job in the country of their heritage. For example, perhaps my family recently moved to the Blackstone Valley from Columbia and my grandmother, my uncle, and my mother all work as dentists, so I pack a dental pick or a drill. "I Packed My Suitcase" Traditional Game Directions: The first player thinks of a word beginning with the letter "a" and then says, for example: "I packed my suitcase with an apple." The next player repeats the sentence and adds something beginning with "b", for example: "I packed my suitcase with an apple and a banana". The next player adds a word beginning with "c": "I packed my suitcase with an apple, a banana and a canary." Play continues until someone can't remember the list or makes a mistake. Depending on their age, either prompt them or disqualify them! Keep going until all players but one are disqualified, or until you reach the end of the alphabet.

# Homework/Assignments for Lesson 3 - Activity #2: Connecting Past and Present: Creating a Family Artifact; Day 2

Teacher will remind students to bring in their historical artifact from a family member, friend, or neighbor the next day. A reminder note will be sent home.

Remember to bring in your historical artifact from a family member, friend, or neighbor tomorrow.

Name	Date				
Criteria - Connecting Past and Present - Creating a Family Artifact Packed in a Suitcase	Wow	Met	Close	Not Yet	I Noticed
<ul> <li>I drew my artifact</li> <li>I named (labeled) my artifact</li> <li>I told the purpose or use of my artifact</li> <li>I told who belonged to my artifact</li> <li>I told what job the person or family did</li> <li>I told why my artifact was important</li> <li>I told what country the person or family traveled from to come to America</li> <li>I included more information about the person, family, or artifact</li> </ul>					
Comments					
Questions		Who is	assessing th	nis piece?	
		Se	lf-assessme	nt	
		Pee	r-assessmei	nt	
		Te	acher-asses	sment	



Homework Lesson #3; Activity 2, Day 2

Remember to bring in your historical artifact from a family member, friend, or neighbor tomorrow.

Homework: Lesson #3, Activity 1, Day 1

Homework: Teach someone at home to play **Artifact** 

**Pictionary®:** The Drawer draws a picture of a tool (artifact) and prints the word (i.e., hammer) on paper or writes the word for a job (i.e., carpenter) and draws a picture of a carpenter. The Guesser must name the job or the artifact or tool related to the job. If the guesser is correct, then they become the drawer.

### More Handouts:



http://www.featurepics.com/FI/Thumb300/20100722/Thermometers-1617554.jpg Online Prediction Sheet

http://www.readwritethink.org/files/resources/interactives/doodle/

Homework

http://www.education.com/files/86801\_86900/86807/file\_86807.pdf http://www.education.com/files/86801\_86900/86810/file\_86810.pdf

#### **Rubrics or assessments**

Students will be assessed by predictions, participation in the discussion of the questions, exit cards and homework.

Teamwork rubric

http://www.uwstout.edu/static/profdev/rubrics/primaryteamworkrubric.pdf Prediction criteria/rubric

Discussion Rubric <a href="http://www.mashell.com/~parr5/techno/group.html">http://www.mashell.com/~parr5/techno/group.html</a>
Exit cards

#### Lesson #4

### **Grade K - 2: Class Mystery Artifacts**

### Rhode Island Grade Level Expectations and Grade Span Expectations for Lesson

# HP 1 (K-2) –1 Students act as historians, using a variety of tools (e.g., artifacts and Primary and secondary sources) by...

a. identifying and categorizing the kinds of information obtained from a variety of artifacts and documents (e.g., What would this artifact tell us about how people lived?) b. distinguishing objects, artifacts, and symbols from long ago and today (e.g.,passage of time documented through family photos, evolution of household appliances)

### HP 2 (K-2) – 3 Students show understanding of change over time by...

a. exploring and describing similarities and differences in objects, artifacts, and technologies from the past and present (e.g., transportation, communication, school and home life)

# HP 3 (K-2) – 2 Students make personal connections in an historical context (e.g., source-to-source, source to- self, source-to-world) by...

A. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct their past and understand the present.

# W-K-6 In informational writing (reports or procedures), students organize ideas/concepts by ...

W-K-6.1 Naming or labeling objects or pictures (Local)

W-K-6.2 Representing facts through pictures (Local)

# W-1-6 In informational writing (reports or procedures), students organize ideas/concepts by ...

- W-1-6.1 Sorting and classifying facts (Local)
- W-1-6.2 Representing facts through pictures, "words," "sentences," or some combination (Local)

# W-2-6 In informational writing (reports or procedures), students organize ideas/concepts by ...

• W-2-6.1 Using a given organizational structure for grouping facts (e.g., template, frame, graphic organizer), with instructional support (Local)

W-2-6.2 Selecting facts to set context/background (Local)

### http://www.ride.ri.gov/HighSchoolReform/TECHINSCHOOLS/Ed\_tech1.aspx

### 3. Technology productivity tools

# Students use technology tools to enhance learning, increase productivity, and promote creativity.

Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

### 5. Technology research tools

# Students use technology to locate, evaluate, and collection information from a variety of sources.

Students use technology tools to process data and report results.

Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

### **Massachusetts Curriculum Framework for Lesson**

### **Grade 1**

- **9.** Give examples of products (goods) that people buy and use.
- 10. Give examples of services that people do for each other

### **Grade 2**

### **ECONOMICS**

2.7 On a map of the world, locate the continent, regions, or and then the countries from which students, their parents, guardians, grandparents, or other relatives or ancestors eame. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from. (G, C)

2.8 With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today. (G, C)

### Pre K/K

### COMPOSITION, STANDARDS 19 AND 24: WRITING AND RESEARCH

- Draw pictures and/or use letters or phonetically-spelled words to give others information
- Dictate sentences for a letter or directions and collaborate to put the sentences in order.
- Generate questions and gather information from several sources in a classroom, school, or public library.

#### Grade 1-2

### COMPOSITION, STANDARDS 19 AND 24: WRITING AND RESEARCH

- Write or dictate letters, directions, or accounts of personal experiences that have a logical order.
- Write or dictate research questions. Generate questions and gather information from several sources in a classroom, school, or public library.

### Objectives Lesson # 4: Class Mystery Artifacts, Get A Clue

- > Students will work with their families to find an artifact from their grandparents, aunts, uncles, friends, or neighbors and will be able to put it into a paper bag.
- > Students will make observations and create some clues about their family chosen artifact.
- > Students will write up to three specific clues for their artifact from broad to narrow- this may be in pictures and words.
- > Students will match modern artifacts to historical facts by playing a concentration game.
- > Students will interview their parents about their culture. (food, favorite games, music, and special events.)

### Materials Class Mystery Artifacts, Get A Clue Day 1

Artifacts from home
Small and large paper bags
A pencil for each student
Artifact sheets
Rubric
Teacher Artifact
Chart paper, or wipe off board
Concentration game
Interview question sheet (HW)

### Time needed for lesson 4 Class Mystery Artifacts, Get A Clue Day 1

Approximately 30-60 minutes, However, K teachers may want to break the session into smaller groups.

## Detailed procedure for Lesson: Class Mystery Artifacts, Get A Clue Day 1 Set:

Review the oral stories from the day before and ask if the students remember what each person was talking about bringing from their country to America. Write the country and the object on a list. Remind the students that each of the things that they see on the list is an artifact. Write the word Artifact on the board along with its definition. (Artifact – an object made or used by man that is of archeological or historical interest (e.g., tools, weapons, ceramics, pieces of furniture, etc.) Have the students come up with some more artifacts that they have see so far in the unit and add those to the list on the board. When you feel the student have a good sense of what an artifact is, tell the students that today we will be looking at our artifacts more closely, so that we can come up with some clues or details about the artifact.

Note \* The teacher should pick an artifact that the students wouldn't bring in. Go through the handout with your object.

### Procedure/Activities Class Mystery Artifacts, Get A Clue Day 1:

- 1. Bring out your object and ask the students if they ever saw an object like this before.
- 2. Let the students make some observations about what they see.
- 3. Write the observations on the chart paper or the wipe off board, so the students will be able to see it. After you have a lot of details about what it looks like ask the students what it might have been used for.
- 4. Let the students take some time to predict what it was used for. If the students don't figure it out tell them what it was used for.
- 5. Show the students their Artifact paper and let them know that this is where they will record their observations.
- 6. Ask them if your object is a document (an important piece of paper), something a person can wear, or a tool? After the students answer, show them the artifact sheet and color or circle the correct box.
- 7. Ask the students to look at the object again to see if the object is hard, soft, or hard and soft. Show them how to color or circle the correct box.
- 8. Look to see if the object is small, medium, or large. Record your answer.
- 9. Look to see if your object is smooth, rough, or both and record your answer.

- 10. The last three spots are empty and the students will be able to write three more specific clues about the object.
- 11. Guide the students through the last three details with your object so they have an idea for what to put down for their own family artifact.
- 12. Have the students think about their own objects and what they might write down on their papers.
- 13. Give the students plenty of time to write their own clues down on their fact sheets.
- \* Note: Grade 2 students have a different outline or you could follow the same format as K and grade 1.

### Closure Lesson #4: Class Mystery Artifacts, Get A Clue Day 1

After students are finished writing the clues for their family artifact, let them play the artifact concentration game while waiting for the others to finish. This will give you some time to work with the other students that need extra help. When most students are finished ask the students to come to the carpet, and name one thing that they noticed about their artifact. \* don't let the students say what their artifact is.

### **Homework/ assignments:**

Student will bring home a question sheet to ask their parents about their culture.

Name:	Date:	

Kindergarten/Grade 1 Artifact Sheet

Kindergarten/Grade 1 Artifact Sheet			
My object is a	Document  Important paper	Something you can wear	Tool- (simple machine, mechanical device, or an instrument, appliances).
My object is	Hard Hard hat	Soft Pillow	Both Hard and soft
My object is	Large	Medium	Small
My object is	Smooth	Rough	Both
My object is			

What is my Artifact?

\_\_\_\_\_

Name:	Date:
Grade 2 Artifact Sheet	
You must have 5 clues about your object. They must be written and drawn. Clues are in order from general to specific. At least 1 clue is from a piece of text.	
1	
1	
2.	
<b>2.</b>	
3	
4	
5.	
J	
What is my Artifact?	

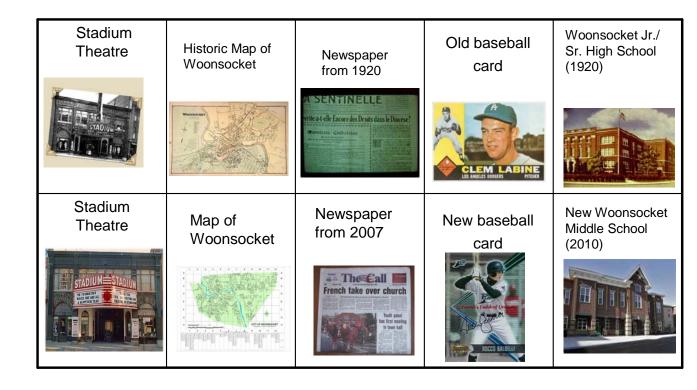
Interview with Parent Homework			
Directions: Parents please discuss the answers to these questions with your child and draw a picture. Don't forget to add a label. (Answer these questions from when you were a child)			
What was your Favorite food?	What was your favorite game or sport?		
What type of music did you listen too?	What was your favorite family activity?		

Name: \_\_\_\_

## **Artifact Concentration Game**

Pots & pans	Digital clock	Washer & dryer	Electronic	Vacuum
	0:08 ss		toothbrush	
Old pots & pans	Old fashion clock	Washboard	Toothbrush	Rug beater

## Artifact Concentration Game Cont.



### Artifact Concentration Game Cont.

Clothes from 1958	Sarah Coventry vintage Jewelry	Police uniform	1930's Basketball shoes	1930's Baseball hat
				03.04
Modern day Clothes	Modern day jewelry	Modern day uniform	2010 Basketball shoes	2010 Baseball hat
		N S S S S S S S S S S S S S S S S S S S		B



## More





## Most



## Criteria Chart for the Artifact Sheet

- \* Choose a family artifact
- \* Write 5 clues about your family artifact on a sheet
- \* Put the clues in order from general to specific
- \* Have a picture and words for each clue
- \* At least 1 clue from a piece of text
- \* Words and pictures are clear and easy to read
- \* Students are able to make an educated guess for each artifact.

## Do not forget to:

- \* Put your name on your paper
- \* Place the artifact in a paper bag
- \* Staple your artifact sheet on the paper bag

### Objectives Class Mystery Artifacts, What is it? Day 2

- > Students will share a quick sentence or two about what they learned from the interview with their parents.
- > Students will analyze the clues and formulate a hypothesis for each artifact bag.
- > Students will write or illustrate the hypothesis on the Question sheet.
- > Students will participate in the review session at the end of the lesson.

### Materials Class Mystery Artifacts, What is it? Day 2

Completed interview sheet Artifact bags Artifact sheet Pencils for each student What is my artifact? Question sheet

### Time needed for lesson Class Mystery Artifacts, What is it? Day 2:

Approximately 30-60 minutes. However, teachers may want to split up the sessions depending on the class and students.

# Detailed procedure for Lesson #4: Class Mystery Artifacts, What is it? Day 2 Set:

Introduce that we will be using the clues that you came up with yesterday to answer the question, "What is your artifact?" Each student in the class will try to figure out what artifact each student brought in the class and what it was used for based on the clues. The students would have to use their skills to infer what the object might be. The students will need to make an educated guess and write the answer to the question: What is my artifact? First, show the students a bag and read the clues. Have the students infer what is inside the bag and write down their guess on the board, so they can see what it looks like in writing. Complete this same routine for 3-6 bags.

### Procedure/Activities Class Mystery Artifacts, What is it? Day 2:

Depending on the level of your Kindergarten students you may want them to write out their guesses or just complete the task orally. Complete as many as your students can handle and finish the rest on another day or throughout the same day. First grade students should be able to complete 12 at a sitting using inventive spelling or finding the words on the board if needed. Grade 2 students have a sheet with 26 lines and should be able to complete all the bags.

- 1. You can complete this activity in many different ways. Letting students work in small groups you could place a few bags of the artifact in each group for the student to talk about the clues and write down their educated guess. Then switch the bags by group.
- 2. You could also set up the artifact bags around the room and number them so the students could write their guess next to the correct number on his/her sheet and then rotate with a timer.
- 3. You could also complete them together and have students volunteer read the clues on the bag and then every student writes the answer on their own paper.

## **Closure** Class Mystery Artifacts, What is it? Day 2:

Bring the students back to the carpet and have them share some of their guesses. Review the definition of artifact and the information that was taught up to this point. Ask: Why do you think it is important to learn about how our families lived? How can we use this information to make our lives better?

Name(G	Grade 2 she	et)
--------	-------------	-----

## What is My Artifact?

	What is My Althact:
1	
3	4
5	6
7	8
9	
11	12
13	14
15	16
17	18
19	20
21	22
23	24
25	

Name		(K sheet)	
	What is My Art	tifact?	
1	2	3	
4	5	6	
Name		(K sheet)	
Traine	What is My Art		
1	2	3	
4	5	6	

Name		(Grade 1 sheet)	
	W	What is My Artifact?	
1	2	3	
4	5	6	
7	8	9	
10	11	12	
Name		(Grade 1 sheet)	
	W	What is My Artifact?	
1	2	3	
4	5	6	
7	8	9	
10	11	12	

### Objectives Class Mystery Artifacts, Let's Share Day 3

- > Students will read the clues on the artifacts bags and ask the students to share a few of their ideas.
- > Students will report about the artifacts in a clear voice.
- > Students will be a good audience while the speaker is presenting about his/her family artifact.
- > Students will create questions based on the presentation and ask questions in a clear voice.
- > Students presenting will answer the question and give a little bit of background about the artifact.
- > Students will share some information about their family history pertaining to the family artifact.

### Materials Class Mystery Artifacts, Let's Share Day 3

Students

Artifact bags

A place to sit

Artifact sheets

Sticks or cards with student's names

Presentation rubric

### Time needed for lesson Class Mystery Artifacts, Let's Share Day 3

Approximately 40-60 minutes. Today, students will be sharing the information about their artifacts that they observed and learned through family talks. K students might not be able to sit this long so you can break this lesson into smaller sections.

# Detailed procedure for Lesson: Class Mystery Artifacts, Let's Share Day 3 Set:

Bring the students into a large group in the meeting area and tell them that today we will be finding out more about the artifacts that the class has been working with. Each student will have a chance to come up and share information about their family artifact with the whole class. As the teacher you may want to start the presentations so the students will be comfortable with this task. First reading the clues on the bag then asking students what they think will be in the bag based on the clues. After asking a few students, the teacher should pull the object out of the bag to show the audience what the Artifact is and looks like. The presenter should then tell the audience: the name of the artifact, what it was used for, the importance of the artifact, and who it belonged to.

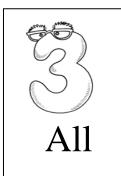
### **Procedure/Activities** Class Mystery Artifacts, Let's Share Day 3:

- 1. The teacher will used the sticks or index cards with student's names to pick the order of the presentation picking 1 stick after each presentation.
- 2. Each student should read the clues that they wrote in a timely fashion.
- 3. The presenter will ask a few students what they think is in the bag.
- 4. Then taking the object out and showing it to the students
- 5. The presenter will then share some information that they learned about the family artifact.
- 6. As the students are sharing their family artifacts take a picture of the artifacts. (The pictures will be used for the class power point tomorrow). Depending on the grade level and your class you may want to spread this part of the lesson over several days.

## **Closure** Class Mystery Artifacts, Let's Share Day 3:

When the class is finished sharing the class family artifacts, have the students think about the artifacts that were new to them and those artifacts that the students already knew about. Let the students talk for a few minutes with an elbow partner (this is someone sitting to the right or left of the student \* make sure that each student has a partner). Then let a few groups share out what was new and things that they already saw and knew about. Tell the students that they will be making a power point slide to end the unit on artifacts the next day.







Most



Some

## **Criteria Chart for Presentation**

- \* Read the clues in a clear voice
- \* Asks the class what they think the object might be
- \* Opens the bag and shows the class the artifact
- \* Tells the students what the artifact is used for
- \* Tells the class who let them borrow the artifact
- \*Tells a little about what they learned when looking for the artifact
- \* Answers the question asked by classmates to the best of their knowledge

### Objectives Class Mystery Artifacts, What's the point? Day 4

- > Students will use the computer to create a power point slide that includes a picture of their artifact.
- > Students will then look up another picture from Bing or Google images from a different time period.
- > Students will then type three characteristics or words for each picture.
- > Student will take turns using the computers and will listen to a teacher helper.

### Materials Class Mystery Artifacts, What's the point? Day 4:

Students may need their artifacts,

Artifact sheet

A computer connected to the internet,

The picture of their artifact uploaded to the power point slide

Power point software

Student helpers or Parent Volunteer to help (if needed)

List of names and artifacts in the order of the slides

Rubric for Artifact Power Point

### Time needed for lesson #4 Class Mystery Artifacts, What's the point? Day 4

This time will vary (approx. 5- 10 minutes per child with teacher or student helper)

# Detailed procedure for lesson #4 Class Mystery Artifacts, What's the point? Day 4: Set:

The teacher should set up a template for the power point a head of time. Show the student what they will be required to do, and let them know that they will have help when it's their turn at the computer. Ask a student or parent volunteer to help out for a while in the classroom so that the students will have one-on- one help.

### **Procedure/Activities** Class Mystery Artifacts, What's the point? Day 4:

- 1. Show the parent volunteer or student what you are looking for and make sure they are comfortable with the power point program and the computers.
- 2. Give your helper the list and have them go in that order.
- 3. The parent or student helper then can help the child find another picture to add to the slide of the same artifact, but of a different time period.
- 4. They will also help the student type the characteristics for each picture.
- 5. The slide may include a sentence or a few sentences about what they learned about the object or the time period of the object.
- 6. As each child is done we will save the document and then call another student up.

### **Closure Class Mystery Artifacts, What's the point? Day 4:**

After all the students are finished their slide in the power point the class should view it as a class. At this point you may want to invite the parents to come in to celebrate the students work.

### Homework/ assignments

No homework

## **Criteria Chart for Power Point**

## Mrs. Phillips



- It was found in my basement and belonged to my grandparents.
- This object has metal wire and a wooden handle.
- This tool was used to get the dust and dirt out of the rug by hitting the rug with it.



- This object is black and stands upright.
- •It has 4 wheels and makes noise when plugged in and turned on.
- •This is today's way of cleaning the carpet that is easier and so much faster.

This is a sample of what your slide should look like.

- □ Your first photo is focused on your family artifact.
  □ You have represented your family artifact in a different time period from your first photo.
  □ You have created a text box under or next to the first photo.
  □ You typed 3 facts or characteristics about your first photo.
  □ You have created a text box under or next to the second photo.
  □ You have typed 3 facts or characteristics about the second photo.
- $\square$  Your name is at the top of the slide.
- ☐ You have SAVED your work.

#### Sources

Hest, Amy. When Jessie Came Across the Sea. Cambridge, MA: Candlewick Press, 1997.

Lawlor, Veronica. *I Was Dreaming to Come to America: Memories from the Ellis Island Oral History Project.* New York, N.Y.: Viking Penguin Books Inc., 1995.

Levine, Ellen. *If Your Name Was Changed at Ellis Island*. New York, N.Y.: Scholastic, 1993.

Maestro, Betty. <u>Coming to America: The Story of Immigration</u>. New York, N.Y.: Scholastic, 1996.

### Teamwork rubric

http://www.uwstout.edu/static/profdev/rubrics/primaryteamworkrubric.pdf

Discussion Rubric <a href="http://www.mashell.com/~parr5/techno/group.html">http://www.mashell.com/~parr5/techno/group.html</a>

http://www.readwritethink.org/files/resources/interactives/doodle/

http://www.education.com/files/86801\_86900/86807/file\_86807.pdf

http://www.education.com/files/86801 86900/86810/file 86810.pdf

Homework: http://www.parentsconnect.com/do/its getting hot in here.jhtml

http://www.teach-nology.com/worksheets/graphic/suitcase2.html printable suitcase

http://pbskids.org/bigapplehistory/immigration/topic4\_pic.html

http://video.scholastic.com/services/player/bcpid1842760475?bctid=1885473949

http://digitalgallery.nypl.org/nypldigital/id?212029 Italian immigrants

http://digitalgallery.nypl.org/nypldigital/id?833677Irish immigrants

http://digitalgallery.nypl.org/nypldigital/id?417073 group wearing fezes

http://digitalgallery.nypl.org/nypldigital/id?107648 Greek child

http://digitalgallery.nypl.org/nypldigital/id?731894F Statue of Liberty

http://digitalgallery.nypl.org/nypldigital/id?836577 Ellis Island

http://www.nps.gov/featurecontent/stli/eTour.htm Statue of Liberty Video Tour

http://www.readwritethink.org/files/resources/interactives/doodle/

http://www.education.com/files/86801\_86900/86807/file\_86807.pdf

http://www.education.com/files/86801 86900/86810/file 86810.pdf

Homework: http://www.parentsconnect.com/do/its\_getting\_hot\_in\_here.jhtml

http://videos.howstuffworks.com/hsw/26167-history-in-the-making-statue-of-

<u>liberty-renovation-video.htm</u> statue of liberty restoration video.

http://www.featurepics.com/FI/Thumb300/20100722/Thermometers-1617554.jpg

http://www.english-4kids.com/flashcards.html free flashcards

http://www.eslkidsworld.com/flashcards.html free flashcards

http://www.makeworldbetter.com/sitebuilder/images/suitcase bare-400x300.jpg

http://www.teach-nology.com/worksheets/graphic/suitcase2.html

http://www.daniellesplace.com/Images6/suitcasepatpaper72.gif

Suitcase: Draw Four Items You 172 x 230 - 3k - gif enchantedlearning.com

http://www.justgirlsjustitaly.com/Images/G19-suitcase.jpg

suitcasesort2.gif

### http://www.activityvillage.co.uk/i\_packed\_my\_suitcase.htm

Blabberize <a href="http://www.screentoaster.com/watch/stUE5URURPRFtXQIRYUlhfVVNT">http://www.screentoaster.com/watch/stUE5URURPRFtXQIRYUlhfVVNT</a>

Password is: Artifact (It is case sensitive) Definition of Artifact

Vuvox http://www.screentoaster.com/watch/stUE5URURPRFtXQ1VdUI5aXlNW

Password is: Culture2 (Cultural slideshow/ Vuvox)

Bing Images.com

Google Images.com

### **Teacher Tube Videos:**

### **Irish Stew**

Added 1 month ago

Category: Fine Arts

From Highscopefolkdance

Playing Time 02:15

### traditiona l music

Added 1 month ago

Category: Elementary

From into 2008

Playing Time 61

### **Italian Tarantella**

Added 1 Month Ago

Category: Elementary

From Lhince

Playing Time 148

### Thai Students Adapt to International ...

Thai Students Adapt to International Influences in Thailand ... European Students Adapt to Life in Thailand. 428.76. From: mscofino.

www.teachertube.com/viewVideo.php?video\_id=10514

Interview with Aunt Pauline, About Growing up in Woonsocket August 2010 Flip Camera Playing Time 5 min

Other Possible text to use with the unit:

Bierman, Carol. <u>Journey to Ellis Island: How My Father Came to America.</u> Toronto, Ontario.: Madison Press Books, 1998.

Bunting, Eve. <u>Dreaming of America: An Ellis Island Story.</u> New York, N.Y.: Scholastic Inc., 2000

Bunting, Eve. A Picnic in October. New York, N.Y.: Harcourt Brace & Company, 1999.

Say, Allen. Grandfather's Journey. New York, N.Y.: Houghton Mifflin Company, 1993.