

# An Immigration Story

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Grades 3-5

## **UNIT OVERVIEW**

The purpose of this unit is to develop an appreciation of the many cultures that shape the Blackstone Valley area.

Modifications will be noted in individual lesson plans.

Students should know that immigrants settled in the Blackstone Valley for various reasons. Some of these immigrants came to find better jobs, while others came because they were relocated by war, famine or civil unrest. However, they all had a common goal once they got here, which was to find work.

# STANDARDS

<b>HP 3: The study of history helps us understand the present and shape the future.</b>	
<b>GSEs for Grades 3-4</b>	
<b>HP 3 (3-4) –1</b> <b>Students demonstrate an understanding of how the past frames the present by...</b>	
a. recognizing and interpreting how events, people, problems, and ideas shape <u>life in the community and in Rhode Island</u>	
<b>HP 3 (3-4) – 2</b> <b>Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...</b>	
a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct the past, understand the present, <u>and make predictions for the future</u>	
<b>C&amp;G 3: In a democratic society all people have certain rights and responsibilities.</b>	
<b>GSEs for Grades 3-4</b>	
<b>C&amp;G 3 (3-4) –1</b> <b>Students demonstrate an understanding of citizens’ rights and responsibilities by...</b>	
a. exhibiting respect for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others, <u>and demonstrating an understanding of others’ points of view</u>	
b. using a variety of sources (e.g., primary sources, secondary sources, literature, videos) to provide examples	

of individuals' and groups' rights and responsibilities (e.g., justice, equality, and diversity)

**HP 1: History is an account of human activities that is interpretive in nature.**

**GSEs for Grades 3-4**

**HP 1 (3-4) –1**

**Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...**

a. describing the difference between primary and secondary sources and interpreting information from each (e.g., asking and answering questions, making predictions)

b. classifying objects, artifacts, and symbols from long ago and today and describing how they add to our understanding of the past

c. organizing information obtained to answer historical questions

**HP 1 (3-4) –2**

**Students interpret history as a series of connected events with multiple cause-effect relationships, by...**

a. describing and organizing a sequence of significant events in Rhode Island history (e.g., interpreting and analyzing data in timelines)

b. explaining and inferring how a sequence of events affected people of Rhode Island (e.g., settlement or changes in community/ Rhode Island, Hurricane Katrina)

# Massachusetts

## Grade 3

Drawing on information from local historic sites, historical societies, and museums, third graders learn about the history of Massachusetts from the time of the arrival of the Pilgrims. They also learn the history of their own cities and towns and about famous people and events in Massachusetts' history.

## Grade 4

In grade 4, students study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. In addition, they learn about the geography and people of contemporary Mexico and Canada. Teachers may choose to teach the standards on the geography and social characteristics of the nations in Central America and the Caribbean Islands. Teachers may also choose to have students study in the first half of the school year one early civilization. We recommend China because it is not taught in Grade 7 and can be easily connected to the English language arts curriculum through its myths, legends, and folktales.

## Grade 5

Students study the major pre-Columbian civilizations in the New World; the 15<sup>th</sup> and 16<sup>th</sup> century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17<sup>th</sup> and 18<sup>th</sup> centuries. They also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original 13 colonies and the formation of a national government under the U.S. Constitution. The purpose of the Grade 5 curriculum is to give students their first concentrated study of the formative years of U.S. history.

<b>Grade 3 Concepts and Skills</b>
Students should be able to:  Apply concepts and skills learned in previous grades.  <b><u>History and Geography</u></b>  1. Explain the meaning of time periods or dates in historical narratives ( <i>decade, century, 1600s, 1776</i> ) and use them correctly in speaking and writing. (H)

2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action. (H)

3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)

*4. Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and the local community. (G)*

5. Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18<sup>th</sup>, 19<sup>th</sup>, or early 20<sup>th</sup> century. (H, G)

#### *Civics and Government*

6. Give examples of why it is necessary for communities to have governments (e.g., governments provide order and protect rights). (C)

7. Give examples of the different ways people in a community can influence their local government (e.g., by voting, running for office, or participating in meetings). (C)

#### **Economics**

8. Define what a tax is and the purposes for taxes, and with the help of their teachers and parents, give examples of different kinds of taxes (e.g., property, sales, or income taxes). (E)

9. Define specialization in jobs and businesses and give examples of specialized businesses in the community. (E)

10. Define barter, give examples of bartering (e.g., trading baseball cards with each other), and explain how money makes it easier for people to get things they want. (E)

*Barter is the direct exchange of goods and services between people without using money. Trade is the exchange of goods and services between people.*

## **Grade 3 Learning Standards**

Building on knowledge from previous years, students should be able to:

### **New England and Massachusetts**

3.1 On a map of the United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine) and the Atlantic Ocean. On a map of Massachusetts, locate major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills.(G)

3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life. (H, G)

3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony. (H, G, C, E)

- A. the purpose of the Mayflower Compact and its principles of self-government
- B. challenges in settling in America
- C. events leading to the first Thanksgiving

3.4 Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony. (H, E, C)

3.5 Explain important political, economic, and military developments leading to and during the American Revolution. (H, C)

- a. the growth of towns and cities in Massachusetts before the Revolution
- b. the Boston Tea Party
- c. the beginning of the Revolution at Lexington and Concord
- d. the Battle of Bunker Hill
- e. Revolutionary leaders such as John Adams, Samuel Adams, John Hancock, and Paul Revere

3.6 Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key

American documents. (C)

3.7 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements. (H, C)

- A. science and technology (e.g., Alexander Graham Bell, Nathaniel Bowditch, Robert Goddard, John Hayes Hammond, Edwin Land, Samuel Morse)
- B. the arts (e.g., Henry Adams, Louisa May Alcott, John Singleton Copley, Emily Dickinson, Ralph Waldo Emerson, Theodore Geisel, Nathaniel Hawthorne, Oliver Wendell Holmes, Frederick Law Olmsted, Norman Rockwell, Henry David Thoreau, Phyllis Wheatley)
- C. business (e.g., William Filene, Amos Lawrence, Francis Cabot Lowell, An Wang);
- D. education, journalism, and health (e.g., Clara Barton, Horace Mann, William Monroe Trotter)
- E. political leadership (e.g., John Adams, John Quincy Adams, Susan B. Anthony, Edward Brooke, Benjamin Franklin, John F. Kennedy, Paul Revere)

*Cities and Towns of Massachusetts*

3.8 On a map of Massachusetts, locate the class's home town or city and its local geographic features and landmarks. (G)

3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (H, C)

3.10 Explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and display of the flag. (C)

3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding. (H, G)

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)

3.13 Give examples of goods and services provided by their local businesses and industries. (E)



3.14 Give examples of tax-supported facilities and services provided by their local government, such as public schools, parks, recreational facilities, police and fire departments, and libraries.  
(E)

**Grade 4**

**North American Geography  
with Optional Standards for One Early Civilization**

In Grade 4, students study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. In addition, they learn about the geography and people of contemporary Mexico and Canada. Teachers may choose to teach the standards on the geography and social characteristics of the nations in Central America and the Caribbean Islands. Teachers may also choose to have students study in the first half of the school year one early civilization. We recommend China because it is not studied in Grade 7 and can be easily connected to the English language arts curriculum through its myths, legends, and folktales.

Note: The grade 5 MCAS will cover only the U.S. history, geography, economics, and civics standards, concepts, and skills of grades 4 and 5.

**Grade 4 Concepts and Skills**

Students should be able to:

Apply concepts and skills learned in previous grades.

**History and Geography**

1. Use map and globe skills to determine absolute locations (latitude and longitude) of places studied. (G)

2. Interpret a map using information from its title, compass rose, scale, and legend. (G)

***3. Observe and describe national historic sites and describe their function and significance. (H, C)***

*Civics and Government*

4. Give examples of the major rights that immigrants have acquired as citizens of the United States (e.g., the right to vote, and freedom of religion, speech, assembly, and petition). (C)

5. Give examples of the different ways immigrants can become citizens of the United States. (C)

*Economics*

6. Define and give examples of natural resources in the United States. (E)

7. Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things. (E)

8. Give examples of how the interaction of buyers and sellers influences the prices of goods and services in markets. (E)

**Grade 4 Learning Standards**

Building on knowledge from previous years, students should be able to:

**Optional Standards for Ancient China, c. 3000-200 BC/BCE**

4.1 On a map of Asia, locate China, the Huang He (Yellow) River and Chang Jiang (Yangtze) Rivers, and the Himalayan Mountains. (G)

4.2 Describe the topography and climate of eastern Asia, including the importance of mountain ranges and deserts, and explain how geography influenced the growth of Chinese civilization. (G, E)

4.3 Describe the ideographic writing system used by the Chinese (characters, which are symbols for concepts/ideas) and how it differs from an alphabetic writing system. (H)

4.4 Describe important technologies of China such as bronze casting, silk manufacture, and gunpowder. (H, E)

4.5 Identify who Confucius was and describe his writings on good government, codes of proper conduct, and relationships between parent and child, friend and friend, husband and wife, and subject and ruler. (H, C)

4.6 Describe how the First Emperor unified China by subduing warring factions, seizing land,

centralizing government, imposing strict rules, and creating with the use of slave labor large state building projects for irrigation, transportation, and defense (e.g., the Great Wall). (H, C, E)

***4.7 After visiting a museum, listening to a museum educator in school, or conducting research in the library, describe an animal, person, building, or design depicted in an ancient Chinese work of art. (H, G)***

## Grade 4 Learning Standards

### North America

**Anguilla (U.K.), Antigua and Barbuda, Aruba (Neth.), Bahamas, Barbados, Belize, Bermuda (U.K.), British Virgin Islands (U.K.), Canada, Cayman Islands (U.K.), Costa Rica, Cuba, Dominica, Dominican Republic, Greenland (Den.), Grenada, Guadeloupe (Fr.), Guatemala, Haiti, Honduras, Jamaica, Martinique (Fr.), Mexico, Montserrat (U.K.), Netherlands Antilles (Neth.), Nicaragua, Panama, Puerto Rico (U.S.), St. Kitts and Nevis, St. Lucia, St.-Pierre and Miquelon (Fr.), St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands (U.K.), United States, Virgin Islands (U.S.)**

**Building on knowledge from previous years, students should be able to:**

### Regions of the United States

**4.8 On a map of the world, locate North America. On a map of North America, locate the United States, the Atlantic and Pacific Oceans, Gulf of Mexico, Mississippi and Rio Grande Rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian Mountain ranges. (G)**

**4.9 On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Locate the New England, Middle Atlantic, Atlantic Coast/Appalachian, Southeast/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific states and the Commonwealth of Puerto Rico. See Appendix H for a listing of states in each region. (G)**

**4.10 Identify the states, state capitals, and major cities in each region. (G)**

**4.11 Describe the climate, major physical features, and major natural resources in each region. (G)**

**4.12 Identify and describe unique features of the United States (e.g., the Everglades, the Grand Canyon, Mount Rushmore, the Redwood Forest, Yellowstone National Park, and Yosemite National Park). (G)**

**4.13 Identify major monuments and historical sites in and around Washington, D.C. (e.g., the Jefferson and Lincoln Memorials, the Smithsonian Museums, the Library of Congress, the White House, the Capitol, the Washington Monument, the National Archives, Arlington National Cemetery, the Vietnam Veterans Memorial, the Iwo Jima Memorial, and Mount Vernon). (G)**

**4.14 Identify the five different European countries (France, Spain, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language. (H, G)**

**4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:**

- A. several indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuits).**
- B. African Americans, including an explanation of their early concentration in the South because of slavery and the Great Migration to northern cities in the 20th century, and recent African immigrant groups (e.g., Ethiopian) and where they tended to settle in large numbers.**
- C. major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians).**
- D. major Spanish-speaking (e.g., Cubans, Mexicans) and Asian (e.g., Chinese, Japanese, Korean, Vietnamese) immigrant groups who have come to America in the 19th and 20th centuries, locating their countries of origin and where they tended to settle in large numbers. (H, G)**

**4.16 Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese). (H, G)**

**Canada**

**4.17 On a map of North America, locate Canada, its provinces, and major cities. (G)**

**4.18 Describe the climate, major physical characteristics, and major natural resources of**

**Canada and explain their relationship to settlement, trade, and the Canadian economy. (G, E)**

**4.19 Describe the major ethnic and religious groups of modern Canada. (G, H, C, E)**

**4.20 Identify when Canada became an independent nation and explain how independence was achieved. (H, G)**

**4.21 Identify the location of at least two Native American tribes in Canada (e.g., Kwakiutl and Micmac) and the Inuit nation and describe their major social features. (H, G)**

**4.22 Identify the major language groups in Canada, their geographic location, and the relations among them. (H, G)**

### **Mexico**

**4.23 On a map of North America, locate Mexico and its major cities. (G)**

**4.24 Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy. (G)**

**4.25 Identify the language, major religion, and peoples of Mexico. (H)**

**4.26 Identify when Mexico became an independent nation and describe how independence was achieved. (H, G)**

### **Optional Standards♣ for Central America and the Caribbean Islands**

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\* Districts, schools, and teachers may address these standards in grade 4 or grade 6.

**4.27 On a map of North and South America, locate the Isthmus of Panama which divides North from South America. Use a map key to locate islands, countries, and major cities of Central America and the Caribbean Islands. (G, E)**

**4.28 Describe the climate and major natural resources of Central America and the Caribbean Islands and explain their relationship to the economy of those regions. (G, E)**

**4.29 Identify the different languages used in different countries in the Caribbean region today (e.g., Spanish in Cuba, French in Haiti, English in Barbados and Jamaica). (H)**

**4.30 Identify when the countries in the Caribbean and in Central America became independent nations and explain how independence was achieved. (H, G)**

## **Grade 4 Learning Standards**

### **North America**

**Anguilla (U.K.), Antigua and Barbuda, Aruba (Neth.), Bahamas, Barbados, Belize, Bermuda (U.K.), British Virgin Islands (U.K.), Canada, Cayman Islands (U.K.), Costa Rica, Cuba, Dominica, Dominican Republic, Greenland (Den.), Grenada, Guadeloupe (Fr.), Guatemala, Haiti, Honduras, Jamaica, Martinique (Fr.), Mexico, Montserrat (U.K.), Netherlands Antilles (Neth.), Nicaragua, Panama, Puerto Rico (U.S.), St. Kitts and Nevis, St. Lucia, St.-Pierre and Miquelon (Fr.), St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands (U.K.), United States, Virgin Islands (U.S.)**

Building on knowledge from previous years, students should be able to:

### **Regions of the United States**

**4.8 On a map of the world, locate North America. On a map of North America, locate the United States, the Atlantic and Pacific Oceans, Gulf of Mexico, Mississippi and Rio Grande Rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian Mountain ranges. (G)**

**4.9 On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Locate the New England, Middle Atlantic, Atlantic Coast/Appalachian, Southeast/Gulf, South**



Central, Great Lakes, Plains, Southwest Desert, and Pacific states and the Commonwealth of Puerto Rico. See Appendix H for a listing of states in each region. (G)

4.10 Identify the states, state capitals, and major cities in each region. (G)

4.11 Describe the climate, major physical features, and major natural resources in each region. (G)

4.12 Identify and describe unique features of the United States (e.g., the Everglades, the Grand Canyon, Mount Rushmore, the Redwood Forest, Yellowstone National Park, and Yosemite National Park). (G)

4.13 Identify major monuments and historical sites in and around Washington, D.C. (e.g., the Jefferson and Lincoln Memorials, the Smithsonian Museums, the Library of Congress, the White House, the Capitol, the Washington Monument, the National Archives, Arlington National Cemetery, the Vietnam Veterans Memorial, the Iwo Jima Memorial, and Mount Vernon). (G)

4.14 Identify the five different European countries (France, Spain, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language. (H, G)

4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:

- E. several indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuits).
- F. African Americans, including an explanation of their early concentration in the South because of slavery and the Great Migration to northern cities in the 20<sup>th</sup> century, and recent African immigrant groups (e.g., Ethiopian) and where they tended to settle in large numbers.
- G. major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians).
- H. major Spanish-speaking (e.g., Cubans, Mexicans) and Asian (e.g., Chinese, Japanese, Korean, Vietnamese) immigrant groups who have come to America in the 19<sup>th</sup> and 20<sup>th</sup> centuries, locating their countries of origin and where they tended to settle in large numbers. (H, G)

4.16 Identify major immigrant groups that live in Massachusetts and where they now live in large

numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese). (H, G)

### **Canada**

4.17 On a map of North America, locate Canada, its provinces, and major cities. (G)

4.18 Describe the climate, major physical characteristics, and major natural resources of Canada and explain their relationship to settlement, trade, and the Canadian economy. (G, E)

4.19 Describe the major ethnic and religious groups of modern Canada. (G, H, C, E)

4.20 Identify when Canada became an independent nation and explain how independence was achieved. (H, G)

4.21 Identify the location of at least two Native American tribes in Canada (e.g., Kwakiutl and Micmac) and the Inuit nation and describe their major social features. (H, G)

4.22 Identify the major language groups in Canada, their geographic location, and the relations among them. (H, G)

### **Mexico**

4.23 On a map of North America, locate Mexico and its major cities. (G)

4.24 Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy. (G)

4.25 Identify the language, major religion, and peoples of Mexico. (H)

4.26 Identify when Mexico became an independent nation and describe how independence was achieved. (H, G)

*Optional Standards\* for Central America and the Caribbean Islands*

4.27 On a map of North and South America, locate the Isthmus of Panama which divides North from South America. Use a map key to locate islands, countries, and major cities of Central America and the Caribbean Islands. (G, E)

4.28 Describe the climate and major natural resources of Central America and the Caribbean Islands and explain their relationship to the economy of those regions. (G, E)

4.29 Identify the different languages used in different countries in the Caribbean region today (e.g., Spanish in Cuba, French in Haiti, English in Barbados and Jamaica). (H)

4.30 Identify when the countries in the Caribbean and in Central America became independent nations and explain how independence was achieved. (H, G)

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\* Districts, schools, and teachers may address these standards in grade 4 or grade 6.

**Grade 5**

**United States History, Geography, Economics, and Government:  
Early Exploration to Westward Movement**

Students study the major pre-Columbian civilizations in the New World; the 15<sup>th</sup> and 16<sup>th</sup> century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17<sup>th</sup> and 18<sup>th</sup> centuries. They also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the U.S. Constitution. The purpose of the Grade 5 curriculum is to give students their first concentrated study of the formative years of U.S. history.

The grade 5 MCAS will cover the U.S. history, geography, economics, and civics standards, concepts, and skills of Grades 4 and 5.

**Grade 5 Concepts and Skills**

Students should be able to:

Apply concepts and skills learned in previous grades.

**History and Geography**

1. Identify different ways of dating historical narratives (*17<sup>th</sup> century, seventeenth century, 1600s, colonial period*). (H)
2. Interpret timelines of events studied. (H)
3. Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)
4. Use maps and globes to identify absolute locations (latitude and longitude). (G)
5. Identify the location of the North and South Poles, the equator, the prime meridian, Northern, Southern, Eastern, and Western Hemispheres. (G)
6. Distinguish between political and topographical maps and identify specialized maps that show

information such as population, income, or climate change. (G, H, E)

7. Compare maps of the modern world with historical maps of the world before the Age of Exploration, and describe the changes in 16<sup>th</sup> and 17<sup>th</sup> century maps of the world. (G, H, E)

### **Civics and Government**

8. Define and use correctly words related to government: *citizen, suffrage, rights, representation, federal, state, county, and municipal*. (C)

9. Give examples of the responsibilities and powers associated with major federal and state officials (the President, chief justice of the U.S. Supreme Court, governor, state senators, and state representatives). (C)

10. Explain the structure of the student's city or town government. (C)

### **Economics**

11. Give examples of the ways people save their money and explain the advantages and disadvantages of each. (E)

12. Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur (e.g., Peter Faneuil and Benjamin Franklin). (E)

13. Define profit and describe how profit is an incentive for entrepreneurs. (E)

14. Give examples of how changes in supply and demand affected prices in colonial history (e.g., fur, lumber, fish, and meat). (E, H)

## Grade 5 Learning Standards

Building on knowledge from previous years, students should be able to:

### **Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700**

5.1 Describe the earliest explorations of the New World by the Vikings, the period and locations of their explorations, and the evidence for them. (H, G)

5.2 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves. (H, G, E)

5.3 Explain why trade routes to Asia had been closed in the 15<sup>th</sup> century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey, what he found, and how his discoveries changed the image of the world, especially the maps used by explorers. (H, G, E)

- A. Vasco Nuñez de Balboa
- B. John and Sebastian Cabot
- C. Jacques Cartier
- D. Samuel de Champlain
- E. Christopher Columbus
- F. Henry Hudson
- G. Ferdinand Magellan
- H. Juan Ponce de Leon
- I. Amerigo Vespucci

5.4 Explain why the Aztec and Inca civilizations declined in the 16<sup>th</sup> century. (H)

- A. the encounters between Cortez and Montezuma
- B. the encounters between Pizarro and the Incas
- C. the goals of the Spanish conquistadors
- D. the effects of European diseases, particularly smallpox, throughout the Western hemisphere

5.5 Describe the goals and extent of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the Southwest, and California. (H)

5.6 Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them (e.g., the Pequot and King Philip's Wars in New England). (H, G, E)

5.7 Identify some of the major leaders and groups responsible for the founding of the original colonies in North America. (H, C)

- A. Lord Baltimore in Maryland
- B. William Penn in Pennsylvania
- C. John Smith in Virginia
- D. Roger Williams in Rhode Island
- E. John Winthrop in Massachusetts

5.8 Identify the links between the political principles and practices developed in ancient Greece and such political institutions and practices as written constitutions and town meetings of the Puritans. (H, C)

5.9 Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World. (H, C)

- A. the relatively small number of colonists who came from other nations besides England
- B. long experience with self-government
- C. the high rates of literacy and education among the English colonial leaders
- D. England's strong economic, intellectual, and military position

**The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775**

5.10 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18<sup>th</sup> century. (H, G, E)

5.11 Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using the services of historical societies and museums as needed.

(H, E)

- A. the fishing and shipbuilding industries
- B. trans-Atlantic trade
- C. the port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston

5.12 Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies. (H, G, E, C)

5.13 Identify the founders and the reasons for the establishment of educational institutions in the colonies (grammar schools and colleges such as Harvard and the College of William and Mary). (H)



5.14 Explain the development of colonial governments and describe how these developments contributed to the Revolution. (H, G, E, C)

- A. legislative bodies
- B. town meetings
- C. charters on individual freedom and rights

5.15 Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies. (H, C, E)

- A. Sugar Act (1764)
- B. Stamp Act (1765)
- C. Townsend Duties (1767)
- D. Tea Act (1773) and the Intolerable Acts (1774)
- E. the slogan, “no taxation without representation”
- F. the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773)

***The Revolution and the Formation of a Federal Government under the Constitution.***

**1775-1789**

5.16 Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence. (H, C, E)

5.17 Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat. (H)

- A. Lexington and Concord (1775)
- B. Bunker Hill (1775)
- C. Saratoga (1777)
- D. Valley Forge (1777-1778)
- E. Yorktown (1781)

5.18 Describe the life and achievements of important leaders during the Revolution and the early years of the United States. (H, C)

- A. John Adams
- B. Benjamin Franklin
- C. King George III
- D. Alexander Hamilton
- E. Thomas Jefferson
- F. James Madison
- G. George Washington

5.19 Identify the Constitution of the Commonwealth of Massachusetts, including its date, its primary author (John Adams), and the basic rights it gives to citizens of the Commonwealth. (C)

5.20 Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure. (H, C)

5.21 Describe Shays's Rebellion of 1786-1787 and explain why it was one of the crucial events leading to the Constitutional Convention. (H, E, C)

5.22 Identify the various leaders of the Constitutional Convention and describe the major issues

they debated. (H, E, C)

- A. distribution of political power
- B. rights of individuals
- C. rights of states
- D. the Great Compromise
- E. slavery

### **The Principles and Institutions of American Constitutional Government**

5.23 Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools). (C)

5.24 Describe the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles. (C)

- A. individual rights and responsibilities
- B. equality
- C. the rule of law
- D. limited government
- E. representative democracy

5.25 Identify the three branches of the United States government as outlined by the Constitution, describe their functions and relationships, and identify what features of the Constitution were unique at the time (e.g., the presidency and the independent judiciary). (H, C)

5.26 Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791. (H, C)

5.27 Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today. (H, C)

### **The Growth of the Republic**

5.28 Identify the changes in voting qualifications between 1787 and 1820 (e.g., the abolition of property requirements), and compare who could vote in local, state, and national elections in the U.S. with who could vote in England, France, and Russia. (H, C)

5.29 Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803. (H, C, E, G)

5.30 Describe the expedition of Lewis and Clark from 1803 to 1806. (H, E, G)

5.31 Describe the significance and consequences of the abolition of slavery in the northern states after the Revolution and of the 1808 law that banned the importation of slaves into the United States. (H)

5.32 Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism. (H)

A. British restrictions on trade and impressment

B. Major battles and events of the war, including the role of the USS Constitution, the burning of the Capitol and the White House, and the Battle of New Orleans

5.33 Explain the importance of the China trade and the whaling industry to 19<sup>th</sup> century New England, and give examples of imports from China. (H)

5.34 Explain the reasons that pioneer moved west from the beginning to the middle of the 19<sup>th</sup> century, and describe their lives on the frontier. (H, G, C, E)

A. wagon train journeys on the Oregon and Santa Fe Trails

B. their settlements in the western territories

5.35 Identify the key issues that contributed to the onset of the Civil War. (H, E)

A. the debate over slavery and westward expansion

B. diverging economic interests

## **OBJECTIVES**

Students will be introduced to the concept of assimilation. They will be able to define assimilation and they will learn many of the challenges people face when adapting to a new country.

Students will interview an immigrant and will learn how these immigrants assimilated to a new country and they will discover the immigration process.

America is a place where people from many diverse backgrounds live and blend together to form one unique culture. Students will learn that America is often referred to as a “salad bowl” because each group adds its own unique flavor to the whole.

## **Index of Lessons ...**

### **1. Assimilation**

- a. Length of Lesson ... 1 class period ... approximately 50 minutes

### **2. Interview with an Immigrant Project**

- a. Length of Lesson ... 4 class periods spread over 2 weeks .... approximately 50 minutes each

### **3. We Are a Salad Bowl!**

- a. Length of Lesson ... 1 class period ... approximately 50 minutes

# Assimilation

**Standards ...**See above

**Objectives ...** Students will be introduced to the concept of assimilation. They will be able to define assimilation and they will learn many of the challenges people face when adapting to a new country.

**Materials ...** chart paper & pen or pencil

**Time ...** 1 class period ... approximately 50 minutes

## Details ...

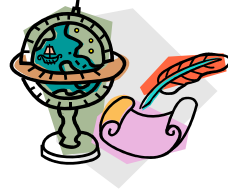
1. Warm up Question ... What challenges do people face when they come to America?
2. Discuss question and its various answers.
3. Define assimilation for the class.
  - a. Assimilation- to adapt to a new country
4. Students will need to work in small groups and will list challenges on chart paper.
5. Student-sharing session on challenges.
6. Wrap-up discussion and display class generated challenges to keep up throughout this unit as a key visual aid.
7. Students will now take those challenges and generate questions which will then be used in the next lesson. For example ... A challenge may have been that they did not know the language. The question could then be ... How did it feel to come to a country where you did not speak the language?

**Homework/Assignments ...** (needs to be completed in order to do the next lesson) Find someone who is an immigrant to this country to interview. This person could be a family member, a neighbor, or even a friend.

**Handouts ...**

**Rubrics/Assessments ...**see attached





## Interview with an Immigrant Project

**Standards ...**See above

**Objectives ...** Students will interview an immigrant and will learn how these immigrants assimilated to a new country and they will discover the immigration process.

**Materials ...** computer, paper, and pen or pencil

**Time ...** 4 class periods spread over 2 weeks .... Approximately 50 minutes each

### Details ...

1. Warm Up Question ... What is an immigrant?
2. Discuss question and its various answers.
3. Define immigrant for the class.
  - a. Immigrant- a person who has moved to a new country for the purpose of settling there
4. Select a person to interview.
5. Make a list of 10-20 questions to ask the person you are interviewing. Students will need to hand in their lists of questions.
6. Students will write a paper about the persons they interviewed. (Sample questions are attached.)
  - a. Each paper must include
    - i. Title
    - ii. Introduction
    - iii. Body
    - iv. Conclusion
7. Students will present interviews to the class.

**Homework/Assignments ...** Students will work on interview project over the 2 week period.

**Handouts ...**see attached

**Rubrics/Assessments ...**see attached



## **We Are a Salad Bowl!**

**Standards** ...See above

**Objectives** ... America is a place where people from many diverse backgrounds live and blend together to form one unique culture. Students will learn that America is often referred to as a “salad bowl” because each group adds its own unique flavor to the whole.

**Materials** ... pen or pencil and paper

**Time** ... 1 class period ... approximately 50 minutes

**Details** ...

1. Warm up Question ... List the ingredients for a salad?
2. Discuss question and its various answers.
3. Make the connection between the ingredients and different cultures.
4. Students will reflect on the unit by answering the question ... Why is our class like a “salad bowl?”

**Homework/Assignments** ...

**Handouts** ... salad bowl writing paper

**Rubrics/Assessments** ...see attached



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



CELEBRATIONS!



Answer all questions in complete sentences.

1. Name a celebration, festivity or holiday that your culture honors.
2. Describe the country that this celebration originated in.
3. Describe the nature of the celebration and why it began.
4. When does this celebration take place?
5. List any interesting facts. (clothing)
6. Draw and color an illustration of the celebration.(on back of paper)

## Sample Questions for Immigration Interview Project

1. What country did you originate from?
2. Why did you move to America?
3. How old were you when you came to America?
4. What was it like growing up in your home country?
5. Did you leave any family members behind?
6. Did you know how to read and write in English before you came to America?
7. Do you think that America is the "Land of Opportunity?"
8. What customs or traditions do you carry on in America from your home country?
9. If you had a chance to move back to your homeland, or stay here, which would you choose?
10. How did you adapt to the American lifestyle?
11. What religion do you practice?
12. What were your thoughts of America when you first arrived? What are they today?
13. Do you regret leaving your home country? Why or why not?
14. What languages are spoken in your home?
15. What do you wish you could have brought with you that you left behind?
16. What was the hardest part about leaving your home country?
17. What type of transportation did you use to come to America?
18. Did you go to school in your home country? Explain
19. What emotions were you feeling when you came to America?
20. What were the toughest challenges you faced coming to America?
21. What are some similarities and differences from your home country and America?
22. Was it easy or difficult to find a job?
23. What changes did you go through moving from your country to America?

## Collaborative Work Skills : Assimilation

CATEGORY	4	3	2	1
<b>Focus on the task</b>	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
<b>Contributions</b>	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
<b>Quality of Work</b>	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.

## Collaborative Work Skills : Salad Bowl

CATEGORY	4	3	2	1
<b>Focus on the task</b>	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
<b>Contributions</b>	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
<b>Quality of Work</b>	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.

## Oral Presentation Rubric : An Immigration Story

CATEGORY	4	3	2	1
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Posture and Eye Contact</b>	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
<b>Content</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
<b>Volume</b>	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.

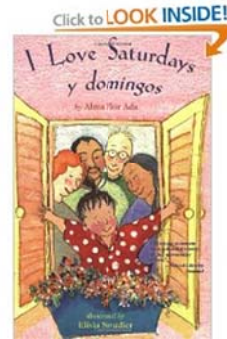


## Interview : An Immigration Story

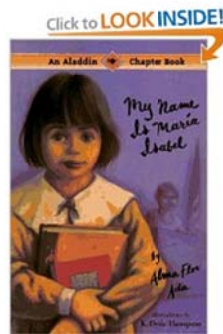
CATEGORY	4	3	2	1
<b>Setting Up the Interview</b>	The student introduced himself, explained why he wanted to interview the person, and asked permission to set up a time for an interview.	The student introduced himself and asked permission to set up a time for the interview, but needed a reminder to explain why he wanted to do the interview.	The student asked permission to set up a time for the interview, but needed reminders to introduce him and to tell why he wanted to interview the person.	The student needed assistance in all aspects of setting up the interview.
<b>Preparation</b>	Before the interview, the student prepared several in-depth AND factual questions to ask.	Before the interview, the student prepared a couple of in-depth questions and several factual questions to ask.	Before the interview, the student prepared several factual questions to ask.	The student did not prepare any questions before the interview.
<b>Knowledge Gained</b>	Student can accurately answer several questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed.	Student cannot accurately answer questions about the person who was interviewed.
<b>Grammar and Punctuation</b>	The student will use proper grammar and punctuation.	The student has a few errors in grammar and punctuation,	The student has many errors in grammar and punctuation.	The student shows little effort in regards to grammar and punctuation.

## Books

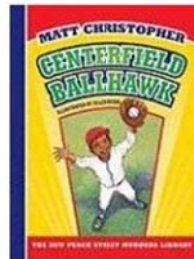
(To accompany any of the lessons)



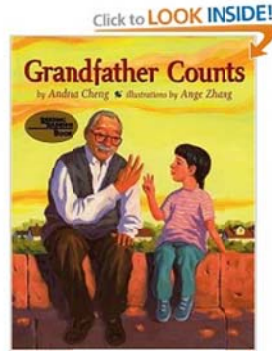
I Love Saturdays y Domingos by Alma Flor Ada



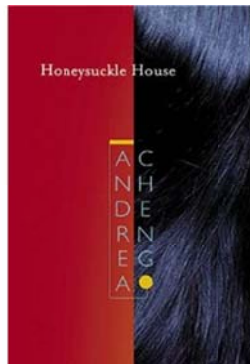
My name is Maria Isabel by Alma Flor Ada



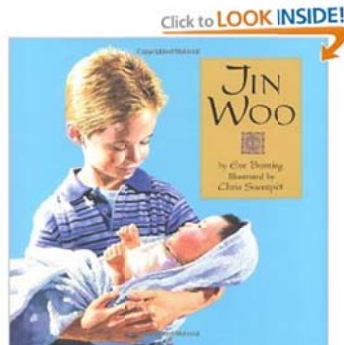
Centerfield Ballhawk by Matt Christopher



Grandfather Counts by Andrea Cheng



Honeysuckle House by Andrea Cheng



Jin Woo by Eve Bunting