



## Grade 5 Unit 5 - A Nation of Immigrants

### Unit Focus

The study of "A Nation of Immigrants" will be an introspective look at the lives and experiences of families and individuals arriving and assimilating to the United States. Students begin by looking at the reasons why someone would emigrate to America, what their expectations might be, and how they maintained their cultural ties and/or assimilated to their new home. Students will identify the various challenges immigrants faced when transitioning from their homelands to the United States. Teachers should find relevant examples from Connecticut to help students make meaningful connections with local communities. As part of this learning experience, students will also understand the impact of geography and environment as it relates to resettlement of immigrants in the late 19th and early 20th. Additionally, as the unit makes connections to the present, students will read about how immigrants continue to move to America for a number of reasons. These more recent immigrants continue to impact and contribute to the culture and society of the nation. Students will analyze many primary sources including photographs, letters, journals, and maps. Through personalized stories, students will develop an understanding about sacrifice, challenges and obstacles, taking risks, opportunities, and potential rewards. Students will gain an appreciation for the opportunities, freedom, and diverse cultures of America. Students will develop a sense of empathy and gain an appreciation for the differences of people and their immigrant experiences. Students will compare and contrast as they develop a knowledge base of key people, places, and figures associated with the topic of immigration. As a culminating experience of the unit, students will connect to their historical peers through an exploration of the immigrant experience of their ancestors, conveying this experience to a public audience. Reflection on this product and process will also allow the student to build a better understanding of present-day immigration in America.

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p><b>Performance Standards</b> <i>Social Studies : 5</i> <i>1010881 DIMENSION 1: DEVELOPING QUESTIONS &amp; PLANNING INQUIRY</i></p> <ul style="list-style-type: none"> <li>• INQ.3--5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</li> </ul>	<p>T1 Analyze how geography impacts people and how people impact geography (<i>Engaging in Global Issues</i>)</p> <p>T2 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose (<i>Presentation</i>)</p>		
<p><i>1010887 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS &amp; TOOLS</i> <i>1010888 Civics</i></p> <ul style="list-style-type: none"> <li>• CIV.5.4 Explain how policies are developed to address public problems. <i>1010893 Economics</i></li> <li>• ECO.5.1 Identify positive and negative incentives that influence the decisions people make. <i>1010897 Geography</i></li> <li>• GEO.5.2 Explain how culture influences the way people</li> </ul>	<th colspan="2" data-bbox="730 957 2172 1003">MEANING</th>	MEANING	
	<th data-bbox="730 1003 1473 1050">UNDERSTANDINGS</th> <th data-bbox="1473 1003 2172 1050">ESSENTIAL QUESTIONS</th>	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 The expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use.</p> <p>U2 Students are historians, investigating and interpreting the past from a variety of perspectives.</p> <p>U3 Individuals and groups create change based on action and the spread of ideas.</p>	<p>Q1 Why do people move?</p> <p>Q2 What is your history? How does your personal history help you to better understand the past?</p> <p>Q3 How does a change (e.g., economic, political, natural disaster) influence current and future conditions and standards of living?</p> <p>Q4 How do I summarize for my target audience what I have found?</p>	

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

modify and adapt to their environments.  
*1010901 History*

- HIST.5.3 Use information about a historical source, including the maker, date, place of origin, intended audience and purpose to judge the extent to which the source is useful for studying a particular topic.
- HIST.5.5 Explain connections among historical contexts and people's perspectives at the time.
- HIST.5.2 Compare life in specific historical periods to life today.

*1010912 DIMENSION 3: EVALUATING SOURCES & USING EVIDENCE*

- INQ.3--5.6 Gather relevant information from multiple sources while using the origin, structure and context to guide the selection.

*1010917 DIMENSION 4: COMMUNICATING CONCLUSIONS & TAKING INFORMED ACTION*

- INQ.3--5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports) and digital technologies (e.g., Internet, social media, digital documentary).

**Student Growth and Development 21st Century Capacities Matrix**  
*Collaboration/Communication*

- Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding.

*Global Thinking*

- Engaging in Global Issues: Students will be able to analyze complex issues and their implications and/or consequences.

**ACQUISITION OF KNOWLEDGE AND SKILL**

KNOWLEDGE	SKILLS
K1 The push and pull factors of immigration	S1 determining the kinds of sources that will be helpful in answering compelling and supporting questions
K2 Differences between each country's immigrants, why they left, and how they were impacted when arriving in the United States	S2 comparing life in specific historical periods to life today
K3 Key people, places, and figures associated with the topic of immigration Late 19th and 20th century immigration.	S3 explaining connections among historical contexts and people's perspectives at the time
K4 Vocabulary: Immigrant, emigrate, native, push and pull factors, tenement, opportunity, United States of America, famine, hardship, religious freedom, citizen, Angel Island, Ellis Island, illegal alien	S4 using information about a historical source to determine its usefulness
	S5 explaining how policies are developed to address public problems
	S6 identifying positive and negative incentives that influence decisions people make
	S7 explaining how culture influences the way people modify and adapt to their environments
	S8 gathering relevant information from multiple sources
	S9 presenting a summary of arguments and explanations to others outside the classroom