**American Dream**

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**GEOGRAPHY**

**Element 4: Human Systems**
- 9. The characteristics, distribution and migration of human populations on Earth’s surface
- 10. The characteristics, distribution and complexity of Earth's cultural mosaics
- 13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface

**Element 6: The Uses of Geography**
- 17. How to apply geography to interpret the past
- 18. How to apply geography to interpret the present and plan for the future

**ELA Reading Key Ideas and Details**
- 7.R.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.R.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- 8.R.I Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**Writing Production and Distribution of Writing**
- 7.W.4, 8.W.4 and 11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 7.W.6 and 8.W.6 Use technology, including the internet, to produce and

**GEOGRAPHY**

Human-environment interactions are essential aspects of human life in all societies.
- 7.G.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.
- 8.G.2 and HS.G.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.
- 7.G.3 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement.
- 7.G.4 Evaluate how human population and movement may cause conflict or promote cooperation.
- 8.G.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.
- HS.G.3.4 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement.
- HS.G.3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

**HISTORY**

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
- 7.H.2 Analyze how economic and political motivations impact people and events.
- 8.H.3 Compare how individual rights, freedoms, and responsibilities have evolved over time around the world.
- HS.H.3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.
Published writing as well as to interact and collaborate with others.

**TECHNOLOGY**

**Concept 4:** Original Works

**PO1.** Create innovative products or projects using digital tools to express original ideas.

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

7.H4.2 Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.

HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity.

### SIOP Elements

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### Arizona English Language Proficiency Standards

**Grade 6-8**

**Basic**

**Listening and Reading**

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea or theme and explain how they are supported by using some text evidence.

B-2: recount specific details and information in a variety of texts.

B-3 identify and describe similarities and differences between multiple texts.

**Speaking and Writing**

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

B-5: use examples of precise language and domain-specific vocabulary within informative texts.

Standard 4 By the end of each language proficiency level, an English learner can construct grade appropriate oral and written claims and support them with reasoning and evidence.

B-1: construct a claim about a topic or text.

B-2: supply a reason that supports the opinion and is based on some textual evidence.

**Listening, Speaking, Reading, and Writing**

Standard 7 By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.

B-1: gather information from multiple provided resources to answer questions.

B-2: paraphrase observations/information notes with labeled illustrations, diagrams, or other graphics, as appropriate.

**Grade 9-12**

**Basic**
American Dream

Listening and Reading
Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.
B-1: determine the central idea or theme and explain how they are supported by using text evidence.
B-2: recount a text including specific details and information.
B-5: utilize visual information to understand the text.

Speaking and Writing
Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.
B-3 compose informational text that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.
B-4: integrate graphics or multimedia when useful.
B-5: use examples of precise language and domain-specific vocabulary within informative texts.

Listening, Speaking, Reading, and Writing
Standard 7 By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.
B-1: gather information from multiple provided resources to answer questions.
B-2: summarize the main idea using evidence from text or presentations.
B-3: paraphrase observations, information notes with labeled illustrations, diagrams, or other graphics, as appropriate.

Overview
Understanding how one’s past shapes one’s future is a key element in personal growth. Every person living in the United States has a personal history and experience that helps to develop their American Dream.

Purpose
In this lesson, the student will be able to identify push/pull factors and cite evidence using primary sources (modern day immigrant stories). Students will also make predictions, inferences, and assumptions based on facts unique to one individual and create an American Dream statement for this immigrant. This lesson includes strategies for teaching diverse learners.

Key Vocabulary
immigrant: a person who comes to live permanently in a different country
origin: the country where an immigrant came from
push factor: a reason for leaving one’s country (war, education, health, income)
pull factor: a reason that attracts people to a certain place (safety, better schools, better jobs, family members, better health care)

Materials
- World map – large classroom sized
- World map (desk sized) (Pacific Centered) http://geoalliance.asu.edu/sites/default/files/maps/World-pa_0.pdf
- Dot and Star Stickers – for marking locations on World map
- 5 Suggested Immigrant Stories

ARIZONA GEOGRAPHIC ALLIANCE
American Dream

- Reading Graphic Organizer
- Highlighters
- Sample American Dream Statements
- Requirements and Scoring Guide for Piktocharts
- Internet devices/computer lab

Objectives
The student will be able to:

1. Identify the push or pull factors that influenced an immigrant to move to the United States.
2. Make inferences based on primary sources concerning a modern day immigrant's American Dream.
3. Create a Piktochart using technology.

Procedures
The five suggested immigrant stories can be found at the links in the Materials section and again in the Resources section of this lesson plan. These stories can be printed and handed to partner groups. Partner groups that have access to electronic devices/computers can read the stories online.

While the lesson author has suggested these five stories, there are enough for each student to have a different one if you go to the website. https://www.immigrant-voices.aiisf.org/

SESSION ONE

Engage:
1. As students enter the classroom give each student a dot sticker. Direct students to place their sticker on the wall-mounted World map by locating the city where they lived prior to moving here. If students have lived in only one location, then they locate that city. (Preparation: Linking to background)

Explore:
2. Discuss the locations of the stickers. Who came the farthest? Who came from another state? Who came from another country? Point at specific stickers and ask some of these questions to the student who placed the sticker in that location. Who was the youngest in your family during this move? Who was the oldest?
3. Note: Before asking the next two questions, be prepared to write down notes to yourself of what respondees have said.
   - Why did you move?

SESSION TWO

Teacher Note: Before this session, spend some time using the Piktochart website https://piktochart.com/ so you are familiar with its features.

12. Distribute the Reading Graphic Organizer to each student. Explain the Scoring Guide for Graphic Organizer. Have students do a second reading of the immigrant story. Students with paper copies can use their highlighted entries to complete the graphic organizer. (Scaffolding: Comprehensible input)
American Dream

13. Before students begin to create their American Dream statements, share Sample American Dream Statements and model how one should put together. (Scaffolding: Modeling)

14. Explain to students that a piktochart takes information and displays it in a visually interesting way. Show them an example of a Piktochart that has already been created and explain that they will be creating one. Share the Requirements and Scoring Guide for Piktochart with the class. (Scaffolding: Modeling)

15. Take students to the computer lab or have them use their electronic devices to create a piktochart concerning their immigrant story using the following website: https://piktochart.com/ (Application: Hands on, Integrated Processes: Writing; Assessment: Written, Individual or Group)

16. Display the piktocharts.

Evaluate:

17. Have students do a Gallery Walk and record two similarities and two differences in the immigration stories. (Application: Linked to Objectives)

Assessment

ELA and Social Sciences
The Reading Graphic Organizers will be graded using the Scoring Guide. Mastery will be 16 points or higher.

Vocabulary knowledge will be assessed using the Vocabulary Test. Mastery will be 100%.

ELA, Technology, and Social Sciences
The Piktocharts will be graded using the Scoring Guide. Mastery will be 21 points or higher.

Extensions

Students could put the immigrant stories in a timeline and look at the push and pull factors. Do they change or do they stay the same?

Students could compare one immigrant that came through Angel Island to one that came through Ellis Island in terms of the push and pull factors as well as their immigration experiences.

Sources

5 Suggested Immigrant Stories


Additional Stories can be found at https://www.aiisf.org/immigrant-voices

World map (Pacific Centered)
http://geoalliance.asu.edu/sites/default/files/maps/World-pa_0.pdf