

American Dream

Author Janet Kovach
Grade Level 7-High School
Duration 2-3 class periods

National Standards

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

AZ Standards

ELA

Reading

Key Ideas and Details

7.RI.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.RI.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.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

Arizona Social Science Standards

GEOGRAPHY

Human-environment interactions are essential aspects of human life in all societies.

7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.

8.G2.2 and HS.G2.2 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.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement.

7.G3.4 Evaluate how human population and movement may cause conflict or promote cooperation.

8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.

HS.G3.4 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement.

HS.G3.5 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.H3.2 Analyze how economic and political motivations impact people and events.

8.H3.3 Compare how individual rights, freedoms, and responsibilities have evolved over time around the world.

HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.

publish 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		
<p>Preparation Adapting content Linking to background Linking to past learning Strategies used</p>	<p>Scaffolding Modeling Guided practice Independent practice Comprehensible input</p>	<p>Grouping Option Whole class Small groups Partners Independent</p>
<p>Integrating Processes Reading Writing Speaking Listening</p>	<p>Application Hands on Meaningful Linked to objectives Promotes engagement</p>	<p>Assessment Individual Group Written Oral</p>

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.

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: introduce the claim and provide logically ordered reasons or facts that effectively support the claim.

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
 - <https://www.immigrant-voices.aiisf.org/stories-by-author/974-mendoza-argentina-to-reno-nevada-the-american-dream/>
 - <https://www.immigrant-voices.aiisf.org/stories-by-author/586-berek-eva-schott-3/>
 - <https://www.immigrant-voices.aiisf.org/stories-by-author/767-from-malaysia-to-the-united-states/>
 - <https://www.immigrant-voices.aiisf.org/stories-by-author/1074-finding-belonging-in-a-new-beginning/>

American Dream

- <https://www.immigrant-voices.aiisf.org/stories-by-author/601-low-dick/>
- 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?

- If you have never moved, why?
(**Application: Linking to objectives, Promotes engagement; Grouping Options: Whole class**)

Explain:

4. Introduce the four vocabulary words. Go back to earlier statements that were given orally to Why did you move and or why have you never moved. Write "Push" and "Pull" on the whiteboard. Have the students decide which responses are push or pull factors. Discuss the fact that some answers are both push and pull.
5. Divide students into partners. Hand out one copy of one immigrant's story to each partner group or assign them the URL if they have an electronic device/computer. Have students read the title of the article and look at the maps. (**Integrating Processes: Reading; Grouping Option: Partners**)
6. Have students share with their partner what they think the article will be about. (**Integrating Processes: Reading, Speaking, Listening**)
7. (For paper copies only, do steps 7-9)) Have students use two colors of highlighters. Instruct the students to highlight one color for push and pull factors and use the other color for interesting facts about this immigrant's journey.
8. When they have completed the highlighting activity, hand students a copy of the World map and have them identify with stars:
 - the immigrant's country of origin.
 - state in the U.S. they immigrated to.
9. Have student draw a line with an arrow from the country of origin to the state. (**Scaffolding: Comprehensible input**)
10. Have partner groups put a star on the wall-mounted World map to identify the country of origin of their immigrant. (**Application: Promotes engagement**)
11. End the class session by discussing the stars on the map. Refer to the questions from **Explore** section. Add any new pushes or pulls to the whiteboard.

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

- <https://www.immigrant-voices.aiisf.org/stories-by-author/974-mendoza-argentina-to-reno-nevada-the-american-dream/>
- <https://www.immigrant-voices.aiisf.org/stories-by-author/586-berek-eva-schott-3/>
- <https://www.immigrant-voices.aiisf.org/stories-by-author/767-from-malaysia-to-the-united-states/>
- <https://www.immigrant-voices.aiisf.org/stories-by-author/1074-finding-belonging-in-a-new-beginning/>
- <https://www.immigrant-voices.aiisf.org/stories-by-author/601-low-dick/>

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