

Domain-Based Unit Overview

Title of Domain: Immigration and Citizenship, Grade 2

Learning Time: 9 Days

Big Idea

The United States is a country of immigrants who came here for a variety of reasons.

What Students Need to Learn

- During the late 1800s to the early 1900s, people from other countries perceived America as a “land of opportunity.”
- During the late 1800s to the early 1900s, millions of newcomers moved to America.
- The Statue of Liberty is a symbol of freedom.
- Ellis Island is a first point of entry.
- Large populations of immigrants settled in major cities, such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco.
- *E pluribus unum* (“out of many, one”) is a national motto.
- Citizenship has rights and responsibilities.
- It is possible to become an American citizen by birth, as well as by a process known as naturalization.

MN Academic Standards

2.1.2.2.1 Explain the importance of constitutions.

2.1.4.7.1 Compare and contrast school rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.

2.2.4.5.2 Identify money as any generally accepted item used in making exchanges.

2.4.1.2.1 Use historical records and artifacts to describe how people’s lives have changed over time.

2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.

Pre-Assessment

Display a KWL chart on the Smartboard and fill it out together.

Domain Lesson 1

Introduction

MN Academic Standards	2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time. 2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.
Objectives	-Understand that the United States is a country of immigrants who came here for a variety of reasons.
Vocabulary	Unit Vocabulary
Procedure	-Students will review an introduction for the unit; this will be displayed to students using a powerpoint -Students will discuss America as a nation of immigrants -Students open their immigration packet and turn to page 1 -Students will label the map and then draw lines from Europe to America
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 2	Chapter 1-Why people came to America
MN Academic Standards	2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time. 2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.
Objectives	What were some of the reasons that people from other countries came to America?
Vocabulary	immigrants, landowner, diseases, harvests, religious, freedom
Procedure	-Review the introduction -Read Chapter 1- Why people come to America; ask and answers questions from the teacher guide -Students open their student packets to page 2. Students fill out reasons why people choose to come to America
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 3	Chapter 2-Arriving in America
MN Academic Standards	2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time. 2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.

Objectives	Recognize the Statue of Liberty, understanding that it is a symbol of freedom and was one of the first things immigrants to America saw when they arrived. Understand that Ellis Island was the first place that immigrants went to after arriving in America.
Vocabulary	liberty, harbor, sculptor, tablet, base, huddled, masses, inspectors
Procedure	-Review Chapter 1 from previous day -Students read Chapter 2- Arriving in America; Ask and answer questions using the teacher guide -Students fill out page 5 from their immigration packet -Students use diagram of the statue of liberty to fill out what each part of the statue represents for new immigrants coming to America -Watch the video Facts About the Statue of Liberty for Kids (06:11) with students - How to Draw the Statue of Liberty (11:07) - Play the video Immigrants at Ellis Island (04:27).
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 4	Chapter 3-Living and Working in America
MN Academic Standards	2.2.4.5.2 <i>Identify money as any generally accepted item used in making exchanges.</i> 2.4.1.2.1 <i>Use historical records and artifacts to describe how people's lives have changed over time.</i>
Objectives	Understand where immigrants settled in America. Understand what types of work immigrants did and the many contributions they made toward America becoming a strong and powerful country.
Vocabulary	tenements, Industrial Revolution, factories, mines, businesses, railroad tracks
Procedure	-Review Chapter 2 from previous day -Read Chapter 3-Living and working in America, Ask and answer questions from the teacher guide -Complete the immigrant experience -Complete the immigrants built America
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 5	Chapter 4-A success story
MN Academic Standards	2.4.1.2.1 <i>Use historical records and artifacts to describe how people's lives have changed over time.</i> 2.4.2.4.2 <i>Describe how the culture of a community reflects the history, daily life or beliefs of its people.</i>
Objectives	Identify Andrew Carnegie, and describe his childhood and early life in America. Identify some of Andrew Carnegie's accomplishments and the contributions he made to the United States.
Vocabulary	weaver, fell on hard times, messenger, steel, organization
Procedure	-Review Chapter three from previous day -Read Chapter 4- A success story; Ask and answer questions following the teacher guide -Students open their immigration packets to page 8. While students listen they will fill out information on the following success stories from immigrants Andrew Carnegie, Irving Berlin, and Dr. Albert Sabin
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 6	Chapter 5-Becoming a citizen
MN Academic Standards	2.1.2.2.1 <i>Explain the importance of constitutions.</i> 2.1.4.7.1 <i>Compare and contrast school rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.</i>
Objectives	Understand the rights and responsibilities of American citizens. Understand how immigrants can become American citizens. Understand the meaning of e pluribus unum
Vocabulary	citizen, citizenship ceremony, oath of allegiance, voting, election, public officials, taxes
Procedure	-Review chapter 4 from the previous day -Read Chapter 5-Becoming a citizen; Ask and answer questions from the teacher guide. -Students open up their immigration packet to page 9. Students fill out the becoming a citizen section in their packet. - Play the video The Day You Begin (06:55),
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 7	Unit Review
MN Academic Standards	<p>2.1.2.2.1 Explain the importance of constitutions.</p> <p>2.1.4.7.1 Compare and contrast school rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.</p> <p>2.2.4.5.2 Identify money as any generally accepted item used in making exchanges.</p> <p>2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time.</p> <p>2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.</p>
Objectives	Students review for Unit assessment
Vocabulary	Unit vocabulary
Procedure	Students view powerpoint and review for the unit assessment
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 8	Unit Assessment
MN Academic Standards	<p>2.1.2.2.1 Explain the importance of constitutions.</p> <p>2.1.4.7.1 Compare and contrast school rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.</p> <p>2.2.4.5.2 Identify money as any generally accepted item used in making exchanges.</p> <p>2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time.</p> <p>2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.</p>
Objectives	Take unit assessments
Vocabulary	Unit Vocabulary
Procedure	Student will take the unit assessment
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 9	Culminating Activity
MN Academic Standards	2.1.2.2.1 Explain the importance of constitutions.

	<p>2.1.4.7.1 Compare and contrast school rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.</p> <p>2.2.4.5.2 Identify money as any generally accepted item used in making exchanges.</p> <p>2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time.</p> <p>2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.</p>
Objectives	Create a poem
Vocabulary	Unit vocabulary
Procedure	<p>-Students will create an acrostic poem using the information they have learned during the unit</p> <p>-Students will present their poems to the class during a share.</p>
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>