

**ELA COMMON CORE CURRICULUM UNIT* Grade 4
North Smithfield School Department**

TITLE OF UNIT: Relationships and Discover **COURSE OR GRADE :** 4

DATE PRESENTED: March **DATE DUE:** June **LENGTH OF TIME:** 3rd Trimester

OVERVIEW OF UNIT:

During this unit, students will explore the themes of Relationships and Discover. Students will be answering the essential question of "How do people and their varying cultures help shape the world around us?" Students will also answer two smaller essential questions: "What are the reasons our ancestors came to United States, from their home countries?"; "What hardships did immigrants face when they entered the United States and how did their relationships/past culture help them overcome these challenges?" Students will read a variety of texts that will include extended readings, readers' theater, short stories, and historical fiction.

Theme

Relationships and Discover

During this unit, students build background knowledge of immigration through the text (Journey to Ellis Island, Carol Bierman). Students will explore their own heritage through a family interview. They will experience a virtual tour of Ellis Island. Students will complete an Immigration Profile, Passport and participate in a role play of Ellis Island. In addition, students will be responsible for researching a country to explore its location, landforms, climate, economy, clothing, customs, and celebrations. The culmination of this project is a visual and oral presentation, by each student about their country and how our country has benefited from the immigrants who have come to the United States.

STANDARDS: Common Core ELA Standards

Reading RL/RI 1-10	Writing W. 1-10	Speaking & Listening SL. 1-6	Language L. 1-6
<input type="checkbox"/> Literature & Informational <input type="checkbox"/> Key Ideas and Details <input type="checkbox"/> Craft and Structure <input type="checkbox"/> Integration of Knowledge <input type="checkbox"/> Range of Reading	<input type="checkbox"/> Text Types and Purposes <input type="checkbox"/> Production and Distribution <input type="checkbox"/> Research to Build and Present Knowledge <input type="checkbox"/> Range of Writing	<input type="checkbox"/> Comprehension and Collaboration <input type="checkbox"/> Presentation of Knowledge and Ideas	<input type="checkbox"/> Knowledge of Language <input type="checkbox"/> Vocabulary Acquisition Use

FOCUS ELA STANDARDS:

Reading Literary and Informational

- Theme and summary **RL.4.2, RI 4.2**
- Structure and organization of poems and drama **RL 4.5, RI 4.5**
- Analyzing visual and multimedia elements **RL 4.7, RI 4.7**
- Compare and contrast themes from different cultures **RL 4.9,**
- Read and comprehend stories, poetry, and drama **RL 4.10**
- Author's reasons and evidence **RI 4.8**
- Integrate Information **RI 4.9**
- Decoding **RF 4.3**
- Accuracy, fluency, and comprehension **RF 4.4**
- Character, setting, event description **RL4.3, RI 4.3**
- Determine the meaning of words **RL 4.4, RI 4.4**

Writing

- Informative/explanatory text writing **W 4.2**
- Clear and coherent writing **W 4.4**
- Develop and strengthen writing **W 4.5**
- Guidance and support for development and organization **W 4.6**
- Short research projects **W 4.7**
- Summarize or paraphrase information **W 4.8**
- Write Routinely **W 4.10**

Speaking and Listening

- Conduct discussions **SL 4.1**
- Paraphrase information **SL 4.2**
- Identify reasons and evidence a speaker provides **SL 4.3**
- Report findings **SL 4.4-6**

Language

- Conventions **L 4.1-4.3**
- Determine meaning of unknown words and multiple meanings **L 4.4**
- Understanding of figurative language and word relationships **L 4.5**
- Use grade appropriate vocabulary **L 4.6**

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Applied Learning Standards:

problem solving

communication

critical thinking

research

reflection/ evaluation

ENDURING UNDERSTANDING:

1. Students will understand that there were many reasons that led their ancestors to come to the U.S. from their home countries.
2. Students will understand that immigrants have helped to shape the culture and community within the United States today.
3. Student will read about the different types of relationships, animals, and people.
4. Students will make discoveries about history, nature, and the animals in our world.

PRIOR KNOWLEDGE:

By Third Trimester:

1. students are able to research a topic and write an informative essay
2. students understand the impact a single person and/or a community can have on society

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

1. Explore personal ancestry
2. Extend knowledge and awareness of various types of cultures
3. Experience the journey and challenges encountered upon entering the United States
4. Develop a respect and appreciation of values of other cultures
5. Develop empathy/understanding for a person's different point of view/perspective
6. Analyze and research specific demographic and geographic information from a country

SUGGESTED WORKS:

- **Treasures Readings:** *Me and Uncle Romie (5-4)*, *My Diary from Here to There (2-2)*, *Exploring Undersea Territory (5-3)*, *The Gold Rush (6-1)*, *The Cricket in Times Square (6-2)*, *The Life and Times of Ant (6-5)*

REQUIRED LITERARY TEXTS-

- **Historical Fiction Texts:**
Journey to Ellis Island, by Carol Bierman
- **Readers' Theater:**
 1. *Ellis Island and Angel Island: Immigration (1892-1910)*-see packet
 2. *Irish Americans: Leaving Hunger Behind*- see packet (higher level)

ADDITIONAL LITERARY TEXTS-

- If Your Name Was Changed at Ellis Island, by Ellen Levine
- When Jessie Came Across the Sea, by Amy Hest
- Island of Hope: The Story of Ellis Island the Journey to America, by Martin W. Sandler
- We Are Americans: Voices of the Immigrant Experience, by Dorothy and Thomas Hoobler
- Immigrants: A Library of Congress Book, by Martin Sandler

ONLINE RESOURCES-

Virtual Tour of Ellis Island (<http://teacher.scholastic.com/activities/immigration/tour/indexlhtm>)

Research Ancestors (www.EllisIsland.org)- students might be able to find ancestors

- Atlapedia (www.atlapedia.com) Information on "countries A to Z"
- Cyberschoolbus (<http://www.un.org/Pubs/CyberSchoolBus/>) Information on many countries from the United Nations

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- Infoplease (<http://www.infoplease.com/>) An online almanac with basic information including a country map and flag, all in alphabetical order.
- Geographia (www.geographia.com/) A website with interesting tourist information, but you need to know which continent your country is on.
- KidsClick (www.kidsclick.org/) Links provided for some popular countries.
- World Almanac for Kids (www.worldalmanacforkids.com/) Another almanac resource

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

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|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing | 6. Informational text response | 11. Multi-media/technology | 16. Research project |
| 2. Class discussion | 7. Informative writing | 12. Narrative writing | 17. Vocabulary word wall |
| 3. Dramatization/role playing | 8. Journal | 13. Non- linguistic representations | 18. Writer's notebook |
| 4. Grammar and usage | 9. Literature response | 14. Note taking and summarizing | 19. Word Study |
| 5. Graphic organizers | 10. Media appreciation | 15. Oral presentation | |

1. Build background on immigration: read and discuss Journey to Ellis Island, by Carol Bierman- use 'What do I know about my heritage?' graphic organizer to assess prior knowledge of immigration
2. Readers' Theater: *Ellis Island and Angel Island: Immigration (1892-1910)*-see packet
Irish Americans: Leaving Hunger Behind- see packet (higher level)
1. Take a Virtual Tour of Ellis Island and read about three children who recently immigrated to the US using website: (<http://teacher.scholastic.com/activities/immigration/tour/index.htm>)
2. Interview a relative using "Where Did My Family Come From?", share with classmates
3. Complete 'Immigration Profile' worksheet and create 'Passport'
4. Re-enact the immigration process of Ellis Island with the help of community members
5. Constructed Response using experiences from Ellis Island reenactment –see packet/refer to grade 4 constructed response rubric
6. Research a country of one of your ancestors using 'Country Research' template- refer to project outline and scoring rubric-see packet
7. Create display board with required components-see rubric
8. Prepare and present oral and visual presentations; invite school community
9. Construct an Extended Response –"Why should people visit your country?" –refer to 6 point extended response rubric
10. Content Vocabulary to be posted in classroom and explored using non-linguistic strategies
11. Grammar and Usage- Command of pronouns, capitalization, punctuation, spelling

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

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ADDITIONAL RESOURCES: see curriculum for specifics

- See 'Suggested Works' section above

VOCABULARY

- Ancestor
- Artifact
- Citizenship
- Culture
- Deport
- Descendent
- Detain
- Emigrate
- Foreign
- Freedom
- Hardship
- Heritage
- Immigrant
- Immigrate
- Inspection
- Interpreter
- Monument
- Nationality

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LESSON PLAN for UNIT _____

LESSONS

- Lesson #1 Summary:

- Lesson #2 Summary:

- Lesson #3 Summary:

OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**
 - **Lead –in**

 - **Step by step**

 - **Closure**

- Instructional strategies:**

- Assessments:**
 - **Formative**

 - **Summative**