



E Pluribus Unum

1A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Do We Know?

5 minutes

Review important aspects of the history of the United States prior to the time period of this domain. Students who participated in the Core Knowledge Language Arts program in Kindergarten and Grade 1 should remember learning about Native Americans, Columbus, the Pilgrims, and the Declaration of Independence. As a short review, you may wish to prompt discussion with the following questions:

- Why did people, such as the Pilgrims, choose to leave England and start a new life in North America? (They wanted to be free to practice their own religion.)
- Who already lived in the areas settled by the colonists? (the Native Americans)
- What official document was written to declare independence from England? (The Declaration of Independence)
- What name was chosen for the new, independent nation? (the United States of America)

Domain Introduction

10 minutes

Ask students if they have ever had egg rolls, spaghetti, or tacos. Explain to students that these foods are not originally from the United States, but that these foods can be found here because of the many years of immigration. Share with students that

immigration is the act of leaving one’s homeland or home country, entering a new country, and making a new life there. Explain that the reason we have egg rolls, spaghetti, and tacos readily available to us in the United States is because people from other countries brought many of their customs and traditions—including the foods they eat—with them, and made new lives here. Ask students if they know anyone who is from another country who has come to live in the United States. Ask students if they are familiar with special foods or customs from another country.

Tell students that when immigrants come to the United States, they bring more than just their native foods. Immigrants have done great things to help the United States become the country it is today. Share that over the next several days they are going to learn more about immigration to the United States. Students will hear why immigrants have come and continue to come to the United States, what kinds of hardships and opportunities immigrants have found or find upon arrival, and what it must be like to be a newcomer to the United States.



Essential Background Information or Terms

5 minutes

← Show image 1A-1: Coins showing phrase *e pluribus unum*

Ask students what they see in this picture. Explain to students that there is a very important phrase on the back of each U.S. coin and dollar bill. Help students find the phrase on the backs of the coins, and then read the words to the students: *e pluribus unum* [EE PLOOR-ih-bus OO-num]. Have students repeat the phrase. Tell students that if those words sound different, it’s because they’re not English words. Explain to students that the phrase *e pluribus unum* is Latin, a very old language that is no longer spoken in regular conversation today.

Write the phrase *e pluribus unum* on a piece of chart paper, a chalkboard, or a whiteboard. Point to the word *pluribus* and have students say the word after you. Ask students what they see or hear in the word *pluribus*. Encourage them to say the word *plural*. Have students explain where they have heard the word *plural* and ask them what it means. Point to the word *unum* and have students say the word after you. Ask students what they see or

hear in the word *unum*. Help students understand that English words like *united* and *union* are related to the Latin word *unum*. Tell students that *unum* is the Latin word for *one*. Share with students that the phrase *e pluribus unum* means “out of many, one.” Tell students some nations have a motto, or saying, that is a short way of sharing what that nation believes is important. Share that *e pluribus unum*, or “out of many, one” is the motto of the United States.

Vocabulary Preview

5 minutes



Immigrate

← Show image 1A-2

1. In this domain you will hear about people who immigrate to the United States.
2. Say the word *immigrate* with me three times.
3. To immigrate means to move and to make a home in a new country.
4. People from all over the world immigrate to the United States.
5. Look at the image and tell your partner what you think this family is doing. Do you think they are immigrating? What makes you think they are immigrating?



Freedom

← Show Image 1A-7

1. In today’s read-aloud you will learn that people immigrated to America to have more freedom.
2. Say the word *freedom* with me three times.
3. Freedom is being free to act or move as you wish.
4. In America, people have many freedoms such as freedom of religion and freedom of speech. [Point to the images that represent freedom of religion and freedom of speech.]
5. I will say a few sentences. If my sentence describes people who have freedom, say, “They have freedom.” If my sentence describes people who do not have freedom, say, “They do not have freedom.”

- The colonists decided to move west, so they could have more land. (They have freedom.)
- The Native Americans were forced to move to a different place to live. (They do not have freedom.)
- The king told the people which religion they must follow. (They do not have freedom.)
- The Pilgrims moved to America so they could practice their own religion. (They have freedom.)

Purpose for Listening

Tell students to listen carefully to find out what connection the phrase *e pluribus unum*, or “out of many, one,” has with immigration to the United States. Also, tell students to listen carefully to learn about some of the first immigrants to the United States and the reasons that brought, and continue to bring, immigrants to the United States.



E Pluribus Unum

← Show image 1A-2: Immigrants traveling

1 Why do you think someone would make such a dangerous and uncomfortable voyage?

2 or make a new home

3 [Ask students to say the word *immigrant* with you.]

Here’s a question you may never have asked yourself: Why would someone leave the home he or she knew, travel across a wide, rolling ocean, perhaps under uncomfortable or dangerous conditions, and move to an entirely new country?¹

This is one question we have to think about if we’re going to understand how the United States of America began and how it has become the country it is today—a nation made up of many different people from many different countries. The United States is sometimes called a country of **immigrants**. Immigrants are people who leave their home country to settle² in a new country.³



← Show image 1A-3: Native Americans

4 European explorers called North America the “New World” because it was a new discovery to them.

5 [Students who participated in the Core Knowledge Language Arts program in Kindergarten and Grade 1 should remember some facts about the Wampanoag and the Lakota Sioux from the *Native Americans* domain, and about the Maya, Aztec, and Inca people from the *Early American Civilizations* domain. Ask one or two students to share something they remember about these groups.]

You may have learned about some of the people who traveled from Europe to the “New World.”⁴ This was long before there was a country called “the United States,” but there were *already* people living in North, South, and Central America and on some of the islands in the Caribbean Sea. We use the term Native American to refer to those—like the Wampanoag and the Lakota Sioux—who were already living in North America before the Europeans arrived. Maybe you remember the Maya and Aztec people, who lived in Mexico, or the Inca whose empire spread across Peru, Chile, and other lands in South America. To these groups, the places where they lived were not “new” at all, because their **ancestors**—the relatives who came before them—had lived there for centuries.⁵



← Show image 1A-4: Columbus nearing land

6 [Students who participated in the Core Knowledge Language Arts program in Kindergarten and Grade 1 should remember learning about these early explorers.]

Europeans traveled to the “New World” for many different reasons. For example, Christopher Columbus came looking for a shortcut from Europe to Asia. Spanish explorers such as Cortés came looking for wealth.⁶ Later, more people came from Europe that were not just explorers. Some wanted to bring their religion

to the people already living here. Some were poor men and women who thought there was a chance to make money to take back to their homeland, where they hoped to lead easier, more comfortable lives with their new wealth. Others were adventurers attracted to the excitement of a new place. The greater number of these travelers to North and South America did not actually want to settle in the Americas and make the “New World” their home for good. Instead, they wanted to return to their own home countries after gaining some wealth or making new discoveries.⁷

7 What are some reasons people first traveled to the “New World” or America?



← Show image 1A-5: Pilgrims

8 When people practice religion, they are meeting to share ideas, songs, and prayers that are connected to what they believe about the world and life.

Much later, a group of people we call the Pilgrims were looking for a place where they could follow their own religion without being told what to believe by the king of England.⁸ Back in England, they were known as Separatists and they lived in fear of being arrested and thrown in jail for not having the same religious beliefs as their king. In order to meet together and practice their religion without fear, they decided to leave England behind. They hoped that there would be plenty of room in the “New World” in which to have the **freedom**⁹ to live and practice their religion in their own way. The Pilgrims were not the very first settlers in the “New World,” part of which we now call the United States. They were important, however, because they helped to set an example by doing something new and different.

9 or the ability to choose how

So, what is an immigrant? An immigrant is someone who comes from another country to settle in a new place. Do you remember the question I asked you at the beginning of the lesson? Why might someone leave the home he or she knew and move to an entirely new country?



← **Show image 1A-6: Collage of push factors**

10 [Have students repeat the phrase *push and pull factors*.] Factors are the reasons that something happens or doesn't happen in a certain way.

11 What situations do you see in this picture that are push factors?

Reasons why immigrants leave their homes and come to live in a new country are **push and pull factors**.¹⁰ Push factors are the problems in one's home country that would "push" you out of your country, or make you leave.¹¹ For many immigrants, money problems, trouble in their home government, and/or a lack of religious freedom have pushed people to **immigrate** or move to a new country.



← **Show image 1A-7: Collage of pull factors**

12 What pull factors do you see in the image?

On the other hand, having more freedom and more job opportunities than are available to them in their homelands have "pulled," or encouraged, people to immigrate to the United States of America.¹² There are many freedoms, such as freedom of religion and freedom of speech, that are protected by the American government. These freedoms and other opportunities have attracted people to the United States.



← **Show image 1A-8: Back of dollar bill featuring *e pluribus unum***

13 [Help students find the motto on the bill in the image. Have students repeat the phrase and its meaning after you.]

Although many immigrants come from different places and come for many different reasons, they all become part of the United States of America. Americans have come from *many* nations and have brought many ways of thinking in order to form *one* nation that allows and encourages different beliefs among people. *E pluribus unum* [*EE PLOOR-ih-bus OO-num*], meaning "out of many, one" in Latin, is a good motto for the United States. Remember the coins I showed you? If you look on the back of any U.S. coin or on the back of a U.S. dollar bill, you can find this motto.¹³



← **Show image 1A-9: Collage of Americans of many different backgrounds**¹⁴

14 What do you see in this picture?

15 What does the word *ancestors* mean?

Today's Americans are either immigrants themselves, or they come from a long line of immigrants before them. This means that many Americans have ancestors who were immigrants.¹⁵ In the days ahead, you will hear fascinating stories about some early

immigrants. You will also learn more about the enormous risks people took to immigrate to the United States. You will learn about the many hardships, or difficulties, immigrants faced when they first arrived in their new country. As you will learn, it's a chance new immigrants are still taking today.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What is an immigrant? (someone who leaves his/her home country to settle and make a new life in a new country or region)
2. *Literal* The author makes the statement, "Reasons why immigrants leave their homes and come to live in a new country are called push and pull factors." What are some of the push factors that you heard the author give as examples of why people would leave their homelands? (fear and lack of freedom to practice one's religion; money problems; problems in the government)
3. *Literal* What are some of the pull factors that you heard the author give as examples of why people would come to the United States? (freedom of religion and speech, better job opportunities)
4. *Literal* What does the United States' motto *e pluribus unum* mean? ("out of many, one") Where can you find this motto? (on the backs of coins and dollar bills)
5. *Evaluative* Why is *e pluribus unum* a good motto for the United States? (The United States is a country made up of many different immigrants who have come together to form one nation.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share:* Do you think it would be difficult to leave your home country and move to another country? Why or why not? (Answers may vary.)
7. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Immigrants

5 minutes

1. In the read-aloud you heard, “The United States is sometimes called a country of *immigrants*.”
2. Say the word *immigrants* with me.
3. Immigrants are people who leave their homeland to settle in a new country for many different reasons.
4. Mieko and her family are immigrants from Japan. Her family moved from Japan to the United States so that her parents could find better jobs.
5. Can you think of some reasons why people become immigrants? Why would people leave their home country and move to a new country?
[Ask two or three students. If necessary, guide and/or rephrase students’ responses: “Some people become immigrants because . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *immigrant*? (noun) How do we know it is a noun? (Immigrants are people.)

Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If the people in the sentence are immigrants, say, “They are immigrants.” If the people in the sentence are not immigrants, say, “They are not immigrants.”

Note: You may wish to point to the locations mentioned on a world map or globe.

1. Katy and her brother went to Kansas to visit their grandmother for two weeks. (They are not immigrants.)
2. Santiago and his parents left their home in South America to live in the United States. (They are immigrants.)
3. Tony's family traveled from Spain to the United States for a family vacation. (They are not immigrants.)
4. The Pilgrims from England sailed to America because they wanted to live in a land that has religious freedom. (They are immigrants.)
5. Jane's family will move from the United States to France because her mother found a better job in France. (They are immigrants.)



Complete Remainder of the Lesson Later in the Day



E Pluribus Unum

1
B

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Extensions

20 minutes

Push and Pull Factors: The Pilgrims (Instructional Master 1B-1, optional; Instructional Masters 1B-2 and 1B-3)

15 minutes

- Remind students that in the read-aloud they heard, “Reasons why immigrants leave their homes and come to live in a new country are *push and pull factors*.”
- Have students say the phrase *push and pull factors* with you while doing motions that show *push* and *pull*.
[For additional practice with the terms *push* and *pull*, have students complete the worksheet on Instructional Master 1B-1.]
- Explain that push factors are reasons that cause people to leave their home country. Hardships, war, lack of food, and lack of freedom are examples of push factors. Pull factors are reasons that cause people to come to a new country. Better jobs, better education, and freedom are examples of pull factors.
- Distribute Instructional Masters 1B-2 (Push Factors Chart and Pull Factors Chart) and 1B-3 (Image Sheet). Help students identify the Push Factors Chart and the Pull Factors Chart.
- Help students find the pictures related to the Pilgrims on the image sheet. Read the following sentence about the Pilgrims: “The King of England forced everyone to practice his religion.” Ask: “Is this a push factor or pull factor?” (It is a push factor because the Pilgrims were forced to have a religion they did not want.) Then read the sentence: “The Pilgrims wanted to be free to practice their own religion.”

Ask: “Is this a push factor or pull factor?” (It is a pull factor because the Pilgrims wanted to have the freedom to practice their own religion.)

- Have students cut out the images related to the Pilgrims and paste them onto the correct charts.
- Save the charts and image sheet for use in future lessons.

***E Pluribus Unum* Puzzle**

(Piece #1—Instructional Master 1B-1)

20 minutes

- Remind students that they just learned the Latin phrase *e pluribus unum*. Have students repeat the phrase after you, and ask them the meaning of the phrase. Remind students that they learned that *e pluribus unum*, meaning “out of many, one.” This phrase is a good motto for the United States because many different immigrants have come to the United States from different countries and made America one great country. Tell students that immigrants in the history of the United States are like individual puzzle pieces that, when put together, make up one image. Tell students that each immigrant brings something different to the United States, just like each puzzle piece added helps to complete the puzzle’s image.
- Tell students that they are going to be making their own puzzles to help them remember some of the important things they learn about immigration to the United States. There are six pieces total for the puzzle.
- Have students recall important details from today’s read-aloud. You may prompt discussion with the following questions:
 - What is an immigrant? (An immigrant is someone who comes from another country to make his or her home in a new country.)
 - What are some push factors that cause people to become immigrants? (Push factors that cause people to become immigrants include wars, lack of food, and lack of freedom.)
 - What are some pull factors that cause people to become immigrants? (Pull factors that cause people to become immigrants include better jobs, better education, and freedom.)

- Give students Instructional Master 1B-4. Tell students that they will be designing the first piece of the puzzle.
 - First, they should write a word or phrase about the main topic of the read-aloud in the box (e.g., suggestions: immigrants, *e pluribus unum*, freedom, and push and pull factors.)
 - Next, they should write one or two sentences about what they have learned, using the word or phrase in the box. They should write the sentence within the puzzle piece.
 - Then, students may either draw a picture about their sentences or shade in and design their puzzle piece.
 - Finally, students should share their writing with their partner, small group, or home-language peers.

Checking for Understanding

Say: “Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your partner about the directions I have just given you. For example, you could ask, ‘What should we write in the box?’ Turn to your partner, and ask your own question now. I will call on several of you to share your questions with the class.”

[Be sure that students understand the four-part instructions to this activity.]

Take-Home Material

Family Letter

Send home Instructional Masters 1B-5–7.