



A Little Giant Comes to America

2_A

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 Have We Already Learned?

5 minutes

Ask students to share the motto they learned in the previous lesson, *e pluribus unum*, and its meaning. (“out of many, one”) To refresh students’ memories, you may wish to show images 1A-1 and 1A-8 from the previous lesson. Remind students that *e pluribus unum* is a good motto for a nation made up of immigrants because it means “out of many, one.” Ask students to define the term *immigrants*. (people who leave their home country to live in a new country) Ask students to summarize the push and pull factors they have heard so far that explain why people immigrate to the United States. (Some push factors they have heard about are fear and lack of freedom to practice one’s religion; money problems; and problems in the government. Some pull factors they have heard about are freedom of religion and speech; and better job opportunities.) Rephrase their answers into complete sentences when necessary, using the terms *push and pull factors*, *freedom*, and *job opportunities*.

Where Are We?

5 minutes

Have students locate North America and the United States on a world map or globe. Remind students that people immigrate to countries like the United States from many different countries because of the push and pull factors discussed in the previous lesson. Tell students that over the next several days they will hear why different groups of people immigrated to the United States.

Share with students that today's read-aloud is about one person who immigrated to the United States from Germany. Ask a student to point to the United States and to the continent of Europe on a world map or globe. Locate Germany for students. Tell students that Germany is a country on the continent of Europe. Tell students that from the country of Germany, Charles Steinmetz, the man they will learn about today, crossed the Alps mountains into the country of Switzerland. Point to Switzerland on the world map or globe and show students the Alps. Trace with your finger his path from Germany to Switzerland and then across the Atlantic Ocean to the United States.

Point to New York City on the map. Tell students that they will hear about New York Harbor in today's read-aloud. Explain that a harbor is a body of water next to land that is deep enough for ships to anchor and where they will be protected from high winds and big waves.

Vocabulary Preview

5 minutes

Ellis Island



← Show image 3A-5

1. In today's read-aloud you will hear that millions of immigrants passed through a place called *Ellis Island* before entering the United States.
2. Say the name *Ellis Island* with me three times.
3. [Show Image Card 7 (Ellis Island).] Ellis Island was the place where the American government decided who got to enter into the country and who might be turned away and have to go back to their home country.
4. At Ellis Island, the immigrants stood in long lines to be questioned and to take a medical exam to determine if they would be allowed into America.
5. Where are the people in this picture going? (Ellis Island) Why do you think the American government used Ellis Island to question immigrants and give them a medical exam before they could enter the United States?



Liberty

← Show Image 2A-1

1. In today's read-aloud you will hear that the immigrants on the ship were excited to finally see the Statue of *Liberty* after sailing for almost two months on a ship to America.
2. Say the word *liberty* with me three times.
3. Liberty is freedom from control and the power to choose, think, and act for yourself.
4. The colonists in America fought for their liberty so they would no longer be ruled by England.
Liberty is one of the main reasons immigrants came to America.
5. [Show Image Card 1 (Statue of Liberty.)] Can you name this American symbol? The Statue of Liberty is a symbol of freedom and hope. It welcomes immigrants to their new home in America. How do you think the immigrants on the ship felt when they saw the Statue of Liberty?



Purpose for Listening

← Show image 2A-4

Identify Charles Steinmetz and his friend Oscar. Tell students that they will find out why Charles Steinmetz left Germany and immigrated to the United States. Students will also hear about his experience at Ellis Island and find out some things that Charles did to make the United States a better place.

A Little Giant Comes to America



- ← Show image 2A-1: Charles and other passengers eager to see the Statue of Liberty¹

1 [Point to the Statue of Liberty in the image.] This copper statue in the background is the Statue of Liberty. She was a gift from the people of France to the people of the United States. The word *liberty* in her name means freedom, one of the main reasons immigrants came and still come to America.

“Look! There she is!” With cries of excitement, the ship’s passengers rushed to the railing. It was the summer of 1889 when this ship of European immigrants made its way into New York Harbor. In the distance stood the sight they had dreamed of seeing: the Statue of **Liberty**, a symbol of freedom and hope, welcoming them to their new home in the United States of America.

There were many push and pull factors that led many people to come to America. Some wanted to own their own farms or businesses and knew that there was a greater chance of doing that in America than in their old countries. Others came from poor places, where finding food or shelter had been a desperate, daily struggle. They hoped that if they worked hard in this new place, they and their families could be sure of warm meals and a suitable place to take shelter and call home.²

2 What kinds of things did newcomers hope for in America?



- ← Show image 2A-2: Charles in Germany

Among the passengers was a man from Germany who, although an adult, stood only four feet tall, and whose body, instead of growing straight, seemed to bend to one side.³ His name was Charles Steinmetz, and he was a mathematician, or expert in mathematics, and an engineer—a person trained to design and build machines, bridges, or buildings. He had left his home in Germany for two reasons.⁴

First, he had trouble finding work in his homeland because he looked different. Many people did not understand that a powerful mind and a kind heart lay inside Charles’s body. Second, Charles had written an article that said his nation’s government was to blame for many problems. In many countries, writing such an article could land a person in trouble. One day, a friend warned Charles, “My brother, who works for the government, says that the police are going to arrest you and put you in jail.”⁵

3 [Show with your hand the height of four feet from the floor.] He was about this tall.

4 Listen carefully to find out the push and pull factors that led Charles to America.

5 Do you think Charles should be sent to jail for writing an article about what he thought of his nation’s government?



← **Show image 2A-3: Oscar encouraging Charles to immigrate to America**

To avoid being sent to jail, Charles fled over the Alps, a large mountain range in Europe, to Switzerland. There, a friend of his named Oscar gave him a place to stay. Over dinner one night, Oscar said, “I am moving to America, Charles. Come with me. There you can find work and be free to write or say what you think.”⁶

“If only I could,” Charles sighed. “I cannot afford to buy a ticket.”

Oscar smiled. “My uncle moved to America and made a fortune. He is paying for my ticket. I wrote to him, and he has offered to pay for yours, too.”⁷

6 Being able to find work and being free to write or say what you think are two pull factors, or reasons, why people immigrate to the United States.

7 How do you think Charles felt when he heard that Oscar’s uncle had offered to pay for him to go to America?



← **Show image 2A-4: Charles and Oscar at the railing**

Now, less than two months later, Charles and Oscar, along with many other European immigrants, were sailing into New York Harbor on the East Coast of the United States.⁸ Charles was too short to see over the heads of the other passengers, but Oscar cleared a path for him through the crowd. A minute later, the two friends stood at the railing staring up at the statue whose lamp lit the way toward a new homeland.⁹

Beyond the Statue of Liberty, on its island in New York Harbor, was another island called Ellis Island. There were enormous buildings and docks on this island where ships could anchor and unload passengers.¹⁰

Charles thought, “That is Ellis Island. That is where the American government decides who gets to enter the country and who might be turned away. I know that only a few people are turned away: those who are dangerous, sick, or do not have the papers saying they can move to a new country. Will they let me in after my trouble back home? Will they look at the way my body bends to one side and say I am too small and weak to be welcome in America?”¹¹

8 Two months might seem like a long time to travel somewhere, but some voyages across the Atlantic Ocean from England and other parts of Europe could take up to six months or longer!

9 What statue did they see?

10 [Show Image Card 7 (Ellis Island).] From the late 1880s to the 1950s, Ellis Island was the main immigrant processing center on the East Coast of the United States. Listen carefully to find out what the phrase *immigrant processing center* means and what happens at such a place.

11 Why was Charles scared he would be turned away at Ellis Island? Do you think Charles will be turned away?



← **Show image 2A-5: Charles looking apprehensive in the Immigration Center**

12 A *row* is a straight line of people or things that are next to each other. *Row* can also mean to move a boat through water using oars.

13 How do you think Charles might have felt if he had traveled for two months to settle in a new country and was turned away?

Hours later, Charles stood in a huge room in a building called the Immigration **Center**. Long lines of immigrants waited to approach a row of desks.¹² This is where government clerks would ask questions to determine whether the travelers would be allowed to enter the United States. In another part of the building, doctors waited to examine the immigrants. Most people were allowed in, but Charles worried, “What will I do if they turn me away? I cannot return home. If I do, I will be sent to jail.”¹³

Finally he reached the head of the line. A government clerk asked him a question, but Charles did not understand English. The clerk called over an **interpreter** who knew many languages, including German. Using the interpreter to turn his English words into German, the clerk asked, “What is your name?”



← **Show image 2A-6: Charles being interviewed by clerk**

Charles said his name, and the clerk wrote it in a book. Then without looking up, he asked, “Do you have a job waiting here for you?”

“No,” Charles answered.

“Do you have any money to live on until you find a job?”

“No,” Charles admitted.

Now the clerk looked up at Charles and shook his head. “So you have no money and no job, and you speak no English. I am sorry, but we want people who can add something to our nation.”

Just then, Charles’s friend Oscar stepped forward. “If you turn this man away,” he said, “you will be making the greatest mistake of your life. This is Charles Steinmetz, one of the greatest scientific and mathematical thinkers in the world! He may be only four feet tall, but he has many talents. Do you want citizens who can improve this country? He can! I am so sure of it that I will pay all his expenses until he has a job.”



14 Notice that this image is a photograph. Photographs record images of things and people that are real. We can tell by this photograph that Charles was a real person, not a fictional character.

15 What are the products from inventors called? That's right, inventions.

← **Show image 2A-7: Steinmetz hard at work, creating new technology**¹⁴

Two hours later, Oscar's uncle welcomed Oscar and Charles to his big house in New York City. Soon afterward, Charles Steinmetz began to learn English and went to work at a large company, using his powerful mind to invent useful new products.¹⁵ He helped improve the way electricity is carried through wires in order to bring electric power to buildings and houses. He helped to make electric streetlights possible and worked with the famous American inventor, Thomas Edison. Charles wrote books that helped other scientists understand electricity. He made more than *two hundred* scientific discoveries!



← **Show image 2A-8: Charles older**

These discoveries made Charles Steinmetz famous and earned him a great deal of money, but he never forgot how other people had helped him. While continuing his scientific work, Charles began teaching at a college near New York City. He refused to take any pay for his teaching, saying, "Teaching others how to create useful inventions is the best way to repay the United States for taking me in."¹⁶

16 Why did Charles refuse, or not accept, pay for his teaching?

His friend Oscar understood. He explained in later years, "Like so many others, Steinmetz came to America so he could help others with his talents and also have a good job and life for himself. That is why they call the United States the 'land of **opportunity.**'" Like many other immigrants, the move to America gave Charles a new chance to achieve something.

Oscar continued, "I believe that each person brings something good to share. Putting all our talents together can make the United States and its citizens stronger and happier. But just think: that clerk at Ellis Island almost turned Charles Steinmetz away!"



← **Show image 2A-9: Many different immigrants at Ellis Island**

17 [Show students a world map or globe.] Who can point to the continent of Europe?

Charles Steinmetz and his friend Oscar were two of the twenty-three million immigrants who came to the United States between the years of 1880 and 1920. The majority of these immigrants were from the European continent.¹⁷ Like Charles, these European immigrants sailed into New York Harbor and were registered into the United States at Ellis Island. Sometimes immigrants' names were recorded and changed or shortened to make them easier to say. And sometimes, as almost happened to Charles, immigrants were turned away if they were too sick or did not have the right papers. Can you imagine what your life would be like today if Charles Steinmetz had been sent back to Germany?

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* [Show Image Card 1 (Statue of Liberty).] What statue welcomed immigrants to the United States? (the Statue of Liberty) What does she symbolize? (freedom and hope)
2. *Inferential* In today's read-aloud you heard about Charles Steinmetz, a mathematician and engineer. What were some of the push factors the author tells about that caused Charles to leave Germany? (He had trouble finding work in Germany. He criticized the German government in an article he wrote and feared he might be put in jail.) How was Charles able to come to the United States? (through the help of a friend and the friend's uncle)

3. *Inferential* Where did Charles’s ship dock in New York Harbor? (at Ellis Island) What happened to immigrants at Ellis Island? (Government clerks would ask the travelers questions to see if they should be allowed to enter the United States.)
4. *Literal* Why did the government clerk almost send Charles back to Europe? (He had no money, could not speak English, and had no job.)
5. *Inferential* Why did Charles’s friend Oscar call the United States the “land of opportunity”? (Because he believed that the United States was a place where most people had chances or possibilities to achieve what they wanted.)
6. *Literal* What were some of the things Charles did to make the United States a better place? (He helped perfect the way electricity is carried through wires; created the technology that made electric streetlights possible; organized his area of science, electrical engineering, for the first time; and made more than two hundred scientific discoveries.)

[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.

7. *Evaluative Think Pair Share:* How do you think your life would be different if Charles had been sent back to Germany without the chance to make the contributions described in the read-aloud? (Answers may vary.)

➤ **Above and Beyond:** You may wish to give students a research opportunity to investigate other contributions Charles Steinmetz made to the United States if students have any further questions about his life, his work, and/or his inventions.

8. 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: Opportunity

5 minutes

1. In the read-aloud you heard, “That is why they call the United States the ‘land of *opportunity*.’”
2. Say the word *opportunity* with me.
3. The word *opportunity* means a chance or possibility to achieve something.
4. In the United States, Charles had the opportunity to use his talents and knowledge to improve the lives of people in America.
5. Attending school gives you the opportunity to do and learn many things. For example, going to school gives you the opportunity to learn math or to make new friends. Think of one opportunity that going to school gives you.
[Ask two or three students. If necessary, guide and/or rephrase students’ responses: “Going to school gives me the opportunity to . . .”]
6. What’s the word we’ve been talking about?

Use a *Discussion* activity for follow-up. Directions: I will name some activities. Tell your partner whether you have had the opportunity to do that activity or whether you might like to have the opportunity to do that activity in the future.

[Follow up by having students share their experience or talk about what they would do if they had the opportunity to do that activity.]

1. cook dinner for your family
2. fly on an airplane
3. ride on a train
4. take music (art/sports/dance) lessons



Complete Remainder of the Lesson Later in the Day



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2_B

Note: Extensions 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.

Extensions

20 minutes

Sayings and Phrases: Don't Judge a Book by Its Cover

5 minutes

Note: Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

- Remind students that in today's read-aloud, the great inventor Charles Steinmetz was almost turned away at the Ellis Island Immigration Center. Have two or three students share why Charles was nearly turned away. You may need to remind students that immigration officials almost sent Charles back to Germany because he could not speak English, had no money, no job, and because his body wasn't formed like other people's. Luckily for Charles, and for the United States, Charles's friend Oscar told the clerk, "If you turn this man away, you will be making the greatest mistake of your life. He may be only four feet tall, but he has many talents." Oscar could have also told the clerk, "Don't judge a book by its cover." Have students repeat the saying.

- Tell students that the saying “Don’t judge a book by its cover” means that you should not decide the value or worth of something or someone based solely on appearance. If the clerk had decided that Charles should not enter the United States just because of his appearance, then we might not have streetlights today! Can you imagine?
- Ask students if they can think of any situations when they might use this proverb. Have two or three students share with the class.

↔ Multiple Meaning Word Activity

5 minutes

Sentence in Context

Note: You may choose to have students hold up one or fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Row).] In the read-aloud you heard, “Long lines of immigrants [at Ellis Island] waited to approach a *row* of desks.” Here *row* means a straight line of people or things. Which picture shows this meaning of *row*?
2. *Row* also means to move a boat through the water using oars. Which picture shows this meaning of *row*?
3. Now with your partner, make a sentence for each meaning of *row*. Remember to be as descriptive as possible and use complete sentences. I will call on a few partner pairs to share their sentences.
[Call on a few pairs to share their sentences. Have them point to the part of the poster that relates to their use of *row*.]

Push and Pull Factors: Charles Steinmetz

10 minutes

- Remind students 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.

- Help students find the pictures related to Charles Steinmetz on the image sheet. Read the following sentence: “Charles Steinmetz was going to be put into jail because of his writings about Germany.”

Ask: “Is this a push factor or pull factor?” (It is a push factor because the German government wanted to put him in jail.)

Then read the sentence: “Charles Steinmetz wanted to find work in a new country.”

Ask: “Is this a push factor or pull factor?” (It is a pull factor because Charles wanted to find a job.)

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

***E Pluribus Unum* Puzzle**

(Piece #2—Instructional Master 2B-1)

20 minutes

- Ask students what the phrase *e pluribus unum* means. (“out of many, one”) Remind students that 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.
- Have students recall important details from today’s read-aloud. You may prompt discussion with the following questions:
 - What place did you learn about in today’s read-aloud? (Ellis Island)
 - Which American symbol of freedom did the immigrants on the ship want to see? (the Statue of Liberty)
 - Who was Charles Steinmetz? (Charles was a mathematician and engineer. Although Charles was an adult, he was only four feet tall and seemed to bend to one side.)
 - What push factors brought Charles to the United States? (Charles had trouble finding work because of the way he looked. He wrote something negative about the government and was going to be put into jail.)

- What are some pull factors that cause people to become immigrants? (Charles wanted to find a job and help others with his talents.)
- Give students Instructional Master 2B-1. Tell students that they will be designing the second piece of the puzzle.
 - First, they should write a word or phrase about the main topic of the read-aloud in the box. (suggestions: Ellis Island, Statue of Liberty, Charles Steinmetz)
 - 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 do after we have written our sentences?’ 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.]

Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about Ellis Island or the Statue of Liberty to read aloud to the class. [Suggested trade books are: Items 2, 4, 6, 7, 8, 11, 14, 15, 22, 23, and 24.]
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator.

Show students where they can find this information on the cover of the book or on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Then have students write two or three sentences to go along with their drawing. Have students share their drawing and writing with their partner or home-language peers.