



A Mosaic of Immigrants

7_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Have students name some of the people they have heard about in this domain who are immigrants. (Charles Steinmetz from Germany; Marie and her family from Italy; Sean and Fiona Murphy, their parents, Aunt Cathleen, and Uncle Brendan from Ireland; Lin Wen and his father from China; Lars and Karin Andersson from Sweden) Ask them which person was a real-life immigrant. (Charles Steinmetz) Tell students the other immigrants they have heard about are fictional—made-up characters that are like many real immigrants who came to America long ago as well as more recently.

Remind students that in the last read-aloud, they heard about two European immigrants who settled in the Midwest of the United States. Ask students to explain why Lars and Karin, the characters from the previous read-aloud, immigrated to the United States and how they were able to have farmland in the Midwest upon their arrival.

Ask students to recount what they have learned about immigrants and immigration to the United States thus far. Emphasize that they have learned a great deal, so in order to help them remember, prompt them with the following questions:

- Why do people emigrate from their home countries? (push factors such as being unable to speak freely; not having the freedom to practice one's religion; not enough food or jobs; not being able to own land; etc.)
- What are some pull factors that cause people to immigrate to the United States? (pull factors such as freedom of speech and religion; more jobs and land available; possibility of living a good life; etc.)

- What were the two major immigration centers that you have learned about? Remember there was one on the East Coast and one on the West Coast. (Ellis Island in New York Harbor; Angel Island in San Francisco Bay)
- What statue welcomed immigrants to the United States on the East Coast in New York Harbor? (the Statue of Liberty)
- Why did Sean and Fiona’s family immigrate to the United States? (There wasn’t enough food due to the potato blight.) Why did Lin Wen and his father immigrate to the United States? (They hoped to make enough money to live a better life.)
- Why is *e pluribus unum* an appropriate motto for the United States? (From many immigrants, one nation is formed.)
- Why has the United States been called the “land of opportunity”? (There are many opportunities for jobs, owning land, and having a good life.)

Tell students not to worry if they cannot remember all of these details, because today’s read-aloud and the next read-aloud will help to review the important information they have heard thus far.

Vocabulary Preview

5 minutes

Settlers

1. In today’s read-aloud you will hear more about the settlers who came to the United States to start a new life.
2. Say the word settlers with me three times.
3. Settlers are people who make their homes in a new region or place, such as a new country, state, or city.
4. The settlers moved westward where there was more land.



← Show image 2A-4



← Show image 4A-2



← Show image 5A-3



← Show image 6A-1

5. [Show Flip Book images one at a time.] Tell me who you see in this image. Where did they make their new home? Use the word *settlers* while you talk about them. You can say, “The settlers, [name of immigrants], made their home in [name of city or region].” For example “The settlers, Charles Steinmetz and Oscar, made their home on the East Coast in New York City.”

Mosaic

1. The title of today’s read-aloud is “A *Mosaic* of Immigrants.”
2. Say the word *mosaic* with me three times.
3. [Show Image Card 9 (Mosaic).] A mosaic is a decorative design made from many small tiles, stones, or other objects placed together to form a pattern or a picture. Can you tell what this mosaic is an image of? (a bird)
4. The mosaic of a bird is formed by tiny pieces of colorful tiles placed together to make a picture of a bird.
5. [Show additional images of mosaics.] What is this a mosaic of? Why do you think today’s read-aloud is called “A Mosaic of Immigrants”? (Emphasize that similar to the motto, *e pluribus unum*, which means “out of many, one,” America is like a mosaic to which immigrants bring their talents, ideas, traditions, and hard work to contribute to one nation.)

Purpose for Listening

Tell students to listen carefully to see what else they can learn about immigration and to listen to find out how immigration today is similar to and different from the immigration stories they have heard thus far.



A Mosaic of Immigrants

← Show image 7A-1: The many faces of immigrant ancestors

The United States is a nation of immigrants. Many of the people who live in the United States today left their homelands in other countries to come to America. Those who are not immigrants themselves can probably point to ancestors who came to the United States as immigrants in earlier times. Some can point to a mother or father who immigrated to the United States. They might have a grandparent or great-grandparent who came to the United States as an immigrant. Others have to reach back a little farther in their family's history.



← Show image 7A-2: Native Americans today

The people who have lived in North America the longest are the Native Americans. Their ancestors are the first known people to live in what is now called the United States. They made their way from Asia into North America thousands of years ago. The Native Americans spread out across North and South America. Today many Native American **descendants** live all across the United States.¹

1 Descendants are those who are born after or much later than their ancestors. Ancestors are the relatives who came before or long ago.



← Show image 7A-3: Early European immigrants

For many years the people of Europe did not know that the Americas existed. Europe and the Americas were two separate worlds. The voyages of Christopher Columbus in 1492 changed that. After these voyages, Europeans began to settle in the Native American lands of North and South America.

The earliest immigrants came from a handful of countries in Northern Europe. Many came from England and Scotland. But there were **settlers** from other countries as well. Some came from France and Spain. Others came from Germany and the Netherlands. They settled down and made their homes in this new land called America. Many of the early settlers who fought in the Revolutionary War² could point to ancestors from one of these six countries.³

2 in which America fought for its independence from England

3 What is the main idea represented by the map in this image?

Later, immigrants began to come to the United States from other countries in Europe. And, later still, they began to arrive from many other parts of the world.

Why do people become immigrants? Why do they leave the countries where they were born? And why have so many been drawn to the United States? Usually there is something that pushes immigrants out of their homelands. And usually there is something that pulls them to the United States.⁴

4 What is the name for the reasons that immigrants leave their homeland and go to another country? (push and pull factors)



← **Show image 7A-4: Pilgrims**

The Pilgrims who came to New England in the 1600s felt both pushed out of their homeland and pulled to the United States (although it wasn't called the United States at the time). They were pushed to leave England because the English king would not allow them to practice their religion in the way that seemed best to them. They were pulled to North America because they believed they would have religious freedom there.



← **Show image 7A-5: Scottish and Irish immigrants**

The Scottish people who came to America in the late 1700s also felt push and pull factors. Many of them were pushed off the land they farmed by the landowners who wanted to use the land to raise sheep. They were pulled to the American colonies because in America they could get farmland of their own.

Many of the Irish who came to the United States in the 1840s and 50s came because of a **famine**⁵ in Ireland. All across Ireland, potatoes went bad. They turned black and shriveled up. They were not good to eat and many Irish starved. Many were pushed out of their homeland by the famine. The Irish heard there were farms and jobs in the United States. These stories helped pull them to the United States.

5 or great shortage of food



← **Show image 7A-6: Chinese immigrants**

Many of the Chinese immigrants who came to the United States in the 1840s and 50s were pushed out of their homeland because they were poor. Some were pulled to the United States

by the prospect, or possibility, of finding gold in the mountains of California. Others were drawn here by jobs building railroads.

Most of these immigrants saw America as a land of opportunity. It was a place where Separatists would have the opportunity to practice their religion in their own way. It was a place where the Irish would have an opportunity to work on the railroads or work in their communities in other jobs. Many groups were able to own their own land and provide for their families.⁶

6 What kinds of things do you think immigrants wanted to provide for their families?



← **Show image 7A-7: Modern immigrants from all over the world**

Today, immigrants continue to come to the United States from all over the world, from countries such as Mexico, China, India, the Philippines, the Dominican Republic, Ethiopia, and Russia. Over a million immigrants arrive each year from these and many other countries. That is about three or four thousand people every day. This read-aloud will last about fifteen minutes. By the time it is finished, thirty or forty people will have immigrated to the United States.⁷

7 What is the main idea represented by the map in this image?

Today's immigrants no longer come into the United States through Ellis Island and Angel Island. Many immigrants today arrive by plane, though some come by boat, car, or on foot.



← **Show image 7A-8: At work in our communities**

Many people leave their homelands because they are not able to live and work in safe and healthy conditions. Some people must leave their countries because of problems in the government or the dangers of war. People all around the world continue to view the United States as a land of opportunity. They see the United States as a place where people can make a new start in life—they can get an education, find jobs and medical care, and create a new home for themselves and their families. They can contribute their skills and hard work to the communities in which they live.

8 What challenges have you heard about in this domain that immigrants sometimes face?

As in the past, new immigrants still face challenges, or difficulties, in their new country.⁸ Today's immigrants must still say good-bye to loved ones in their homelands and make new friends in the United States. It takes time to become familiar with

new ways of living—the food, language, the weather, and ways of getting around may be different. Immigrants sometimes can use help getting used to a new life.



← **Show image 7A-9: A celebration from another country**

It is still common for immigrants to settle in cities. Many immigrants move to places where others from their homelands have settled and can help the newcomers find jobs and places to live. Here, they can continue to share familiar customs and traditions even as they learn other ways of doing things in their new country. In this way, new and delicious foods are introduced. People can enjoy a variety of festivals and traditions from other countries. New forms of art and music become part of our communities. Workers bring new ideas and skills to their places of work.⁹

9 Do you know any songs or foods that come from another country?



10 [Ask students to repeat this phrase with you.]

← **Show image 7A-10: *E pluribus unum* on a nickel**

This is a nickel. Do you see the words on top of the nickel? They say *e pluribus unum*.¹⁰ That is a phrase from the Latin language. It means, “out of many, one.” One of the powerful ideas about the United States is that it is a country where people from many different countries join together and form one nation. From many, one.

You can think of the United States as a mosaic of people from many different countries. The place where people come from is an important part of who they are. To the mosaic each person brings interesting customs, new talents and ideas, and hard work. Like the tiles of a mosaic, each person contributes to making one nation. Out of many, one.¹¹

11 [Show Image Card 9 (Mosaic).] How is this mosaic like the phrase “from many, one”?



← **Show image 7A-11: Postcards from the United States**

There are many songs that celebrate the unity, or oneness, of the American people. One of them is “This Land Is Your Land,” by Woody Guthrie. You may know some of the words to this song:

*This land is your land, this land is my land.
From California to the New York Island,
From the Redwood Forest to the Gulf Stream waters,
This land was made for you and me.*

California and the Redwood Forest are on the West Coast. New York and the Gulf Stream waters are on the East Coast. Most of America lies in between. What Woody Guthrie was trying to say is that the land belongs to all Americans. It is not just *my* country; it is also *your* country, wherever you may live in the United States, and also wherever your ancestors may have come from.



← **Show image 7A-12: Mosaic of modern immigrants**

From the earliest Native Americans and those ancestors who came long ago from other continents such as Europe, Africa, and Asia through history until today, people have come to the land that is now the United States for many reasons. Many people who live in the United States today are immigrants themselves. Others have parents or grandparents who were immigrants. Still others have ancestors who they never knew who immigrated to America long ago. More than almost anywhere else on Planet Earth, the United States is a nation of immigrants and their descendants—a beautiful mosaic of people who have come to America from all over the world.¹²

12 How is this image a mosaic?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Evaluative* Did you hear any new information about immigration in today's read-aloud? (Answers may vary.)
2. *Literal* Who were the first known people to live in America? (Native Americans/Indians)
3. *Inferential* What were some of the push factors that caused the earliest European and Asian immigrants to come to the Americas? (not enough food or jobs; lack of religious freedom; not able to own land)
4. *Inferential* What are some of the difficulties that immigrants face when coming to a new country? (learning a new language; finding jobs and homes; making friends; learning the laws and customs)

5. *Evaluative* Newcomers often lived near others from their homeland in ethnic neighborhoods. If you were a newcomer to the United States, would you have done the same? Why or why not? (Answers may vary, but should demonstrate an understanding of the following: it was comforting to be around people that spoke the same language and shared similar traditions and customs; immigrants were supportive of each other; etc.)



← **Show image 7A-12: Mosaic of modern immigrants**

6. *Evaluative* What does it mean when people say that the United States is a “mosaic” of immigrants? (Answers may vary, but should demonstrate an understanding of the following: People from many different countries come to the United States and bring their own customs, skills, and traditions. New citizens learn new ways as they become part of a new nation, but the old ways add to the beauty of the nation as a whole.)
7. *Evaluative* All of the immigrants in this story and in this domain came and settled in the United States because of many different push and pull factors. Do you think immigrants come to the United States today for the same reasons as the immigrants of long ago, or for different reasons? (Answers may vary.)

[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.

8. *Evaluative Think Pair Share:* What are some things that you think would be important for immigrants to learn when they come to the United States? (Answers may vary, but may include an understanding of the following: learning the English language; learning about U.S. laws; learning about their new neighborhood, city, state, and country; learning about American food; learning about American holidays; etc.)

9. 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: Ancestors/Descendants

5 minutes

1. In the read-aloud you heard that the Native Americans’ “ancestors are the first known people to live in what is now called the United States. Today many Native American *descendants* live all across the United States.”
2. [Point behind you.] Say the word *ancestors* with me.
[Point in front of you.] Say the word *descendants* with me.
3. Ancestors are people from your family who lived several generations, or a long time, ago. Ancestors are people who lived in the past. [Point behind you.] Descendants are people who come from the same ancestors. Descendants are the future of a family. [Point in front of you.]
4. Chen-Wei’s ancestors came to America from China over one hundred years ago.
The United States is a nation of immigrants and their descendants.
5. Most people who live in the United States are immigrants or are descendants of immigrants. Do you know where your ancestors came from?
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “My ancestors came from ____.”]
6. What are the words we’ve been talking about?

Use a *Sharing* activity for follow-up. Directions: We will place a tab on the world map to show where your ancestors were originally from. [You may wish to follow up by naming the continents of the countries your students’ ancestors were from and creating a bar graph showing the number of students with ancestors from each continent.]



Complete Remainder of the Lesson Later in the Day



A Mosaic of Immigrants

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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

Song: This Land is Your Land

15 minutes

- Tell students that there is a well-known song that celebrates the natural beauty of America and the American people. Share with students that the song is called “This Land Is Your Land” and was written by a singer and songwriter named Woody Guthrie.
- Share with students that most people know this song today as a celebration of America as a nation of freedom and hope. Tell students that freedom and hope are two reasons, or pull factors, that bring immigrants to the United States.
- Explain that the United States is a land, or nation, that becomes an immigrant’s new home, and it becomes just as much their home as it is home for people who have lived in the United States for decades.
- If available, play the first stanza of the song for students and invite them to sing along.

This land is your land, this land is my land.

From California to the New York Island,

From the Redwood Forest to the Gulf Stream waters,

This land was made for you and me.

- To further your discussion of the meaning of this song, you may also wish to read the trade book *This Land Is Your Land*, with words and music by Woody Guthrie and paintings by Kathy Jakobsen.

Postmarked from America (Instructional Masters 7B-1 and 7B-2)

20+ minutes

Brainstorming Chart

- Show students the brainstorming chart you have created. Tell students that they will use the brainstorming chart to describe the life of newcomer immigrants to the United States. Remind students to use the information and details they have heard about different immigrant groups in the read-alouds. Tell students that later they will write a letter using information from the brainstorming chart.
- Tell students that before they begin to write their class letter, they will plan, or brainstorm, some things they might say in the letter. Read the word “newcomers” in the middle and the words on the four spokes: “city/neighborhood,” “work,” “feelings,” and “sights.” To help students brainstorm, ask the following questions:
 - What city do we live in?
 - What kinds of things might we see as newcomers to America?
 - Near whom might we live?
 - What might we do to make money?
 - How might we feel to be a newcomer in a new land?
- Have students choose two or three items from the chart to write about in the letter.

Writing the Letter

- Show students the outline of the letter. Tell students that they will pretend that they are immigrants living in the United States and are writing letters back home to tell the people in their homeland what life is like in the United States. This letter will be postmarked from America. Share with students that a postmark is a standard mark made by a rubber stamp or machine on the envelope of a letter that says from where and when the letter was mailed.

- Then, guide students through the five parts of the letter: date, greeting/salutation, body, closing, and signature. Repeat the parts of the letter as many times as necessary.
- After the letter has been written, invite a student to reread the letter out loud.
- Ask students if there is anything wrong with the letter or if there is anything they wish to change.
- Tell students that they will write their own letter in the next lesson.

Take-Home Material

Family Letter

Send home Instructional Masters 7B-3 and 7B-4.