

**GRADE: \_\_\_10\_\_\_\_**

**ELD STANDARD: Social Studies EXAMPLE TOPIC: Immigrants’ ship voyage to the United States**

**CONNECTION: It connects to the US History II curriculum – Immigration**

Massachusetts Curriculum frameworks:

USII.3 Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America. (H)

Common Core:

[CCSS.ELA-Literacy.RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students will create a cartoon strip about the trip of a late 19th or early 20th century immigrant.

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| **COGNITIVE FUNCTION: Students will create (Blooms’ taxonomy level 6-Creating) a story about immigrants coming to America during the late 19th and early 20th centuries.** | | | | | | |
| **DOMAIN: Writing** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Draw three pictures: one about why immigrants came to America, one about their ship voyage and one about what they expected from their lives in the United States. Use 1-2 words from the word bank to describe each picture. | Draw three pictures: one about why immigrants came to America, one about their ship voyage and one about what they expect from their lives in the United States. Use 2-4 words from the word bank to describe each picture. | Create a cartoon strip divided into 5 parts telling the story of an immigrant’s sea voyage to the United States (include facts about why they came to America, their ship voyage and about what they expect from their lives in the United States). Use, at least, 8 words from the word bank. | Create a cartoon strip divided into 8 parts telling the story of an immigrant’s sea voyage to the United States (include facts about why they came to America, their ship voyage and about what they expect from their lives in the United States). Use, at least, 10 words from the word bank. | Create a cartoon strip divided into 10 parts telling the story of an immigrant’s sea voyage to the United States (include facts about why they came to America, their ship voyage and about what they expect from their lives in the United States). Use, at least, 15 words. |
| **TOPIC-RELATED LANGUAGE:** : Students will use grade-level words and expressions related to Immigration, such as: hunger, poverty, religious persecution, political unrest, steerage, seasick, sea storms, immigration officials, quarantine, Statue of Liberty, Ellis Island, Angel island | | | | | | |