America Is a Melting Pot

Originally written by:
Angela Trask and Emily Precwinkle, Glenn Elementary School

Modified by:
Leigh Ann Namolek, Community Action Southwest

Grade Level: Grade 3

Objectives:
1. Divided into groups and given a primary source photograph, the students will analyze, conclude, and question a photo to come up with at least five critical thinking observations and three questions.
2. Using a primary source photograph, the students will answer five questions about their picture in complete sentences.
3. Given a primary source article, the students will conclude why they believe immigrants traveled here from other parts of the world.

Teacher Materials:
At least 3 copies of the nine pictures printed from the Library of Congress, Computer with Quicktime, Printer, Internet Access, Projection Screen for Computer or Individual Computer Screen, Copies of Questionnaire worksheet, Copy of newspaper article (1 per student)

Student Materials:
Pencils, Lined Paper, Copies of the 9 Library of Congress Pictures

Pennsylvania State Standards:
Reading, Writing, Speaking, Listening
1.6.3.A – Listen to others
1.6.3.D – Contribute to discussions

History
8.1.3.A – Understand chronological thinking and distinguish between past, present, and future time.
8.3.3.B – Identify and describe primary documents, material artifacts, and historic sites, important in United States history.

Science and Technology
3.2.3.B – Describe objects in the world using the five senses.
Procedure:

Preparation:
The teacher will have to divide the classroom into nine groups. The teacher will have enlarged and printed off the 9 selection pictures and made at least 3 copies of each picture for students to observe, examine, and discuss. The teacher will also need to have downloaded the video from the Library of Congress and have it ready to show to the whole class on a projection screen or an individual computer. The students will need paper within their groups to record information.

Introduction:
The teacher will introduce the lesson by having students view a short video of immigrants coming to the United States at Ellis Island. The teacher will lead a discussion on what the students have seen in the video.

Activities:
The students will be divided into their nine groups and each group will receive a picture. The students will work together to brainstorm questions, comments, and observations about what they see in their picture. The teacher will ask students to record their discussion questions and observations on a piece of paper to be used along with the next part of the lesson. Each group must have a minimum of five observations and three questions about their picture.

The teacher will pass out a copy of the questionnaire worksheet to each group. The teacher will go over the worksheet questions to assist the students in knowing what they are looking for.

The students will use their Primary Source picture to help them answer questions and retrieve factual information about their picture.

Closure:
The students will come back together as a group and discuss their findings of their individual group’s photo. Each group will share their photo with the rest of the class and share their observations, questions, etc. and also share their answers to the worksheet’s questions.

Evaluation:
The teacher will collect the worksheets from each group and grade them based on the rubric shown on the next page.

Also, the students will be passed out a copy of the New York Tribune Newspaper article. Each student will read the article and write at least three sentences about why they believe people moved to America during the early 1900’s. Points will be given as long as critical thinking was shown.
## Coming to America Rubric

<table>
<thead>
<tr>
<th>Project Expectations</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group work</strong></td>
<td>Student worked well with their group without conflict.</td>
<td>Student worked well with group with minimal conflict.</td>
<td>Student had difficulty working with the group.</td>
<td>Student refused to work with group.</td>
</tr>
<tr>
<td><strong>Completed activity</strong></td>
<td>Each question was completed with clear thought and detail.</td>
<td>Most of the questions are completed with clear thought and detail.</td>
<td>Less than 3 questions are completed.</td>
<td>No questions were completed.</td>
</tr>
<tr>
<td><strong>Understanding of Standard</strong></td>
<td>Student was able to show complete understanding about people from other parts of the world.</td>
<td>Student was able to show an understanding about people from other parts of the world.</td>
<td>Student showed minimal understanding about people from other parts of the world.</td>
<td>Student was unable to show any understanding about people from other parts of the world.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>All answers were in complete sentences with correct punctuation and neat, easy to read handwriting.</td>
<td>Most answers were in complete sentences with correct punctuation and neat, easy to read handwriting.</td>
<td>Shows minimal evidence of correct mechanics.</td>
<td>Shows no evidence of correct mechanics.</td>
</tr>
</tbody>
</table>
Bibliography:


America Is a Melting Pot

Angela Trask and Emily Precwinkle

Glenn Elementary School

Summer 2005

There are many people who have traveled from far away countries looking for a new life in the United States. In these lessons, students will use Primary Sources to compare and contrast people from other parts of the world that came to live in the United States.

Overview/State Standards/Resources/Procedures/Evaluation

<table>
<thead>
<tr>
<th>Overview</th>
<th>Back to Navigation Bar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>Students will:</td>
</tr>
<tr>
<td></td>
<td>• Observe, examine and discuss Primary Source materials of people from other parts of the world who have come to the United States.</td>
</tr>
<tr>
<td></td>
<td>• Use Primary Resources to learn more about immigrants from other countries and their affect on the United States.</td>
</tr>
<tr>
<td>Recommended time frame</td>
<td>2 – 45 minute lessons</td>
</tr>
<tr>
<td>Grade level</td>
<td>2nd</td>
</tr>
<tr>
<td>Curriculum fit</td>
<td>Social Science</td>
</tr>
<tr>
<td>Resources</td>
<td>• Image Table</td>
</tr>
<tr>
<td></td>
<td>• Worksheet</td>
</tr>
<tr>
<td></td>
<td>• Pictures</td>
</tr>
<tr>
<td></td>
<td>• Video</td>
</tr>
</tbody>
</table>

Illinois State Learning Standards

Social Science:
Goal 16: Understand events trends, individuals and movements shaping the history of Illinois, the United States
and other nations.
- **16.A.** Apply the skills of historical analysis and interpretation.
- **16.D.** Understand Illinois, United States and world social history.

### Procedures

#### Day One:

**Materials and Preparation:**
- The teacher will have printed off the [6 selected pictures](#) and enlarged for students to observe, examine and discuss. Teacher will need to have [short video](#) from the Library of Congress website ready to show to the whole class. Students will also need one piece of paper per group to record information.

**Introduction:**
- The teacher will introduce the lesson by having students view a [short video](#) of immigrants coming into the United States at Ellis Island. The teacher will lead a discussion to facilitate brainstorming and questioning on what the students have seen in the video.

**Activity One:**
- After the students have participated in the teacher lead discussion, students will work in groups examining [pictures of people](#) who have come to the United States from other parts of the world. Students will work together to brainstorm questions, comments, and observations about what they see in each picture. The teacher will ask students to record their discussion questions and observations on a piece of paper to be used along with the next day’s lesson.

**Expectations for Student Lead Group Work:**
- Students will have a minimum of 5 observations and 3 questions about their picture.
- The teacher will collect papers at the end of the lesson to be used the following day.

#### Day Two:

**Materials and Preparation:**
- The students will need a copy of their picture from the previous day, worksheet provided, and use of Internet access.
- Teacher will need to print and have a copy of the worksheet for each group.
- Teacher will need to have Primary Source pictures available online for student use.
• The teacher will introduce the lesson by a quick review of the previous day’s discussion.
• The teacher should inform the students of the information they should be looking for during today’s lesson by reviewing the worksheet that will be completed with the day’s lesson.

Activity One:
• Students will use the Primary Sources from the Internet to help them answer their questions and retrieve factual information about their picture. Pictures

Activity Two:
• Students will get back together with their group from the previous day to complete the following worksheet. Worksheet

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Rubric</th>
</tr>
</thead>
</table>

Back to Navigation Bar
COMING TO AMERICA!!

There are many people who have traveled from far away countries looking for a new life in the United States. Using your picture and the internet please find the following information:

1. What exactly do you see in the photograph?

2. Study the people one by one. What similarities and differences are there among the people?

3. How are they dressed?

4. What are they doing?

5. Imagine you are in the picture. What might you hear or smell?
## PRIMARY SOURCES ALREADY IN LESSON:
### America is a Melting Pot

#### Image Table

<table>
<thead>
<tr>
<th>Image</th>
<th>Description</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Immigrants at Battery Park" /></td>
<td>Immigrants at Battery Park, New York, N.Y..</td>
<td><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field(NUMBER+@band(det+4a09014))">http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field(NUMBER+@band(det+4a09014))</a></td>
</tr>
<tr>
<td><img src="image2" alt="A.J. Smith in front of their house near Jefferson" /></td>
<td>A.J. Smith in front of their house near Jefferson, Custer County, Nebraska.</td>
<td>[<a href="http://memory.loc.gov/cgi-bin/query/r?ammem/psbib:@field(DCID+@lit(p10363))">http://memory.loc.gov/cgi-bin/query/r?ammem/psbib:@field(DCID+@lit(p10363))</a>]([nbhips 10363]) (June 2, 2005)</td>
</tr>
<tr>
<td><img src="image3" alt="Two boys talking to two Italian immigrant boys" /></td>
<td>Two boy scouts talking to two Italian immigrant boys</td>
<td><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field(NUMBER+@band(ichicdn+n064067))">http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field(NUMBER+@band(ichicdn+n064067))</a></td>
</tr>
<tr>
<td><img src="image4" alt="Sod house on Andrea Springan's claim by Williston, North Dakota." /></td>
<td>Sod house on Andrea Springan's claim by Williston, North Dakota.</td>
<td><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/ngp:@field(NUMBER+@band(ndfahult+b085))">http://memory.loc.gov/cgi-bin/query/r?ammem/ngp:@field(NUMBER+@band(ndfahult+b085))</a></td>
</tr>
<tr>
<td>Image</td>
<td>Description</td>
<td>URL</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>-----</td>
</tr>
<tr>
<td><img src="image1" alt="Inspecting a freight train from Mexico for smuggled immigrants. El Paso, Texas." /></td>
<td>Inspecting a freight train from Mexico for smuggled immigrants. El Paso, Texas.</td>
<td><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/fsaall:@field(NUMBER+@band(fsa8b32380))">http://memory.loc.gov/cgi-bin/query/r?ammem/fsaall:@field(NUMBER+@band(fsa8b32380))</a></td>
</tr>
<tr>
<td><img src="image2" alt="Immigrant men, sitting in a row, in the Superior Court on the 4th Floor of the County Building at 118 North Clark Street" /></td>
<td>Immigrant men, sitting in a row, in the Superior Court on the 4th Floor of the County Building at 118 North Clark Street</td>
<td><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field(NUMBER+@band(ichicdn+n067734))">http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field(NUMBER+@band(ichicdn+n067734))</a></td>
</tr>
<tr>
<td><img src="image3" alt="Immigrants landing at Ellis Island" /></td>
<td>Immigrants landing at Ellis Island</td>
<td><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@field(NUMBER+@band(lcmp002+m2a10987))">http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@field(NUMBER+@band(lcmp002+m2a10987))</a></td>
</tr>
</tbody>
</table>