

Kacey Legare

Culture and Migration CUP: What do cultures bring to a community?

WOK History LAP 1: The Statue of Liberty and the Nation of Immigrants

- I. Content: Describe *what* it is you will teach. What is the content?
 - This lesson will introduce the Unit and essential question and the ideas of immigration and culture in the context of the USA as a country. We will be reading the book Her Right Foot as an interactive read aloud. This book is about the Statue of Liberty and her mobility in her stance and what that could mean. Students should be able to connect the book to our new essential question for the unit, What do cultures bring to a community? Additionally, in the second part of this introduction to the unit, students will further explore the Statue of Liberty through the poem inscribed on her, “The New Colossus.” As a class, we will cut and paste vocabulary words and definitions to further understand the poem after reading it and hearing it multiple times. This lesson gives students an idea of what “a nation of immigrants” means.

- II. Learning Goal(s): Describe what specifically students will *know* and *be able to do* after the experience of this class.
 - SWBAT notice and wonder about the characteristics of the Statue of Liberty.
 - SWBAT reason what the Statue stands for and why.
 - SWBAT read and dissect “The New Colossus” as a poem.
 - SWBAT match definitions to vocabulary words found in “The New Colossus.”
 - SWBAT connect main ideas from “The New Colossus” and Her Right Foot.

- III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
 - The above learning goals relate to my CUP as an introduction to the unit. These goals relate directly to building a foundation that the United States of America is “a nation of immigrants” meaning the only people who do not have a history of migrating here are the native people. This introduction to America’s morals around immigration based off of the Statue of Liberty help lay the path for us to dive deeper into the content regarding migration and cultures. By making sure students have a collectively strong understanding of what America’s stance on immigration is like, I am allowing students to form their own opinions around what they feel about the topic.

- IV. Assessment: Describe *how* you and your students will know they have reached your learning goals.
 - I will know my students have reached their learning goals by their ability to answer the closing question at the end of the read aloud on day one. After our work with the poem on day two, those students who completed the vocabulary activity should be able to connect the poem to the Statue and to our understanding of what the Statue stands for in America. Completion of the vocabulary activity and verbal answers are the assessments for the introductory lesson. It is also important I collected the interviews that were sent home. This was not a lesson taught in school, but is a way for me to ensure students engaged in a conversation about culture with their families.

- V. Personalization and equity: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold

learning? How specifically will ELL students and students with learning disabilities gain access and be supported?

- ELL students are supported in this lesson through careful and meaningful pauses in the read aloud, multiple readings of the poem, the vocabulary dive, and the straight-forward language in the interview papers. These accommodations not only help those students learning English but all my students connect easier and more efficiently to the content and less about the vocabulary or English dissection and understanding.

VI. Activity description and agenda

- a. Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.

Schedule:

Time	Students	Teacher	Materials
Part 1: “Her Right Foot” by Dave Eggers			
10 min	Answer Activation Qs regarding Unit and Text	Introduce Unit, Essential Question, Access Background Knowledge around the Statue of Liberty Thumbs Up/Down “Who has seen the Statue of Liberty?” “Who has been to New York?” “Who has seen her feet?”	Book
25 min	Actively Engage with text Turn and Talk when prompted	Read Aloud <u>Her Right Foot</u> Pause at: <ul style="list-style-type: none"> • Page about knowing the Statue • Page about color changing • Page about Eiffel Tower • Page about Noticing her foot • Page using “immigrants” • Page about moving, why might she be moving? • Page about liberty 	Book

		and freedom with fence image ● Answer Page	
5 min	Answer and Share Out Answers to Closing Q	Asking Closing Q: “Why is the Statue of Liberty moving?”	Book
Part 2: “The New Colossus” by Emma Lazarus			
10 min	Read Along	Introduce Poem, Read 3 times	Poem Papers
25 min	Cut Definitions Out, Paperclip together	Pass Out Definitions and Matching Papers	Vocabulary Papers, Scissors
25 min	Share Ideas about correct definitions, Glue answers to sheets	Read Poem again, asking for definitions for vocab. words as we read	Elmo, Vocabulary Papers, Glue Sticks
5 min	Answer Closing Q Clean Up Scissors and Glue Sticks and Papers	Ask Closing Q: “Who would the Statue of Liberty be talking to in this poem?” Clean Up Elmo	Clorox Wipes

- b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?
- I anticipate the art supplies and management to be an issue. I believe at this point in the year the students know the expectations around materials and I won't have to worry too much about it but scissors and gluesticks could be a lot for a small amount of time. Cleanup is also going to be extensive. I also worry that the poem will be too advanced and many students will not be able to connect the ideas from the poem to the Statue herself or the unit as a whole. I will try and scaffold the discussion as much as possible so that students feel a sense of confidence around this poem.
- VII. List the Massachusetts Learning Standards this lesson addresses.
- Grade 2 Common Core standards
 - 2.T3.2
 - Give examples of why the United States is called “a nation of immigrants.”

VIII. Reflection

- a. In light of all areas of planning, but especially in terms of your stated purpose and learning goals, in what ways was the activity(ies) successful? How do you know? In what ways was it not successful? How might the activity be planned differently another time?

- This lesson was successful because they loved the text Her Right Foot. I wish I didn't have technical difficulties because I did try and record the IRA. Despite that, the read aloud went well and most students could understand why the Statue is moving and is not stand still. Also, many students were eager to work with the poem. They loved the cutting and gluing but were also engaging with vocabulary. They seemed to understand that it was a welcoming message from America to the new immigrants and models our morals around immigration and how we accept everyone no matter what (or so we are supposed to.) I was very proud finding and using this text and poem activity to introduce my unit and the beginning to my teaching takeover.
- b. What did you learn from the experience of this lesson that will inform your next LAP?
- In the future, I would pre-cut the vocab strips and color code them. I would have students do that as part of a station and that way I can make sure students who need more intervention around the content or other areas can get the help they need but high flying students can challenge themselves to push the content deeper. I think I struggled to differentiate my instruction a lot with this lesson and it showed because a lot of students were either bored and wanted to go faster or couldn't keep up with the activity at all and did not make a meaningful connection between the poem and the Statue.

Student Work on Next Pages



When the ship got caught in a **tempest**, all passengers had to stay below deck for safety.

tempest means:

A violent, windy storm
Synonym: hurricane



New York City was **teeming** with immigrants living in cramped apartments.

teeming means:

to be full of; swarming
Synonym: overflowing



The Statue of Liberty stands in New York Harbor, just beyond the city's **shore**.

shore means:

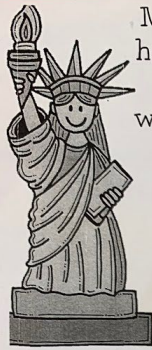
The land along the edge of the sea
Synonym: beach



Traveling in steerage was **wretched**. People were seasick and there was no privacy.

wretched means:

terrible conditions
Synonym: miserable



Many immigrants left their homeland because they were treated like **refuse**. They were punished for practicing their religion.

refuse means:

Something thrown away because it is worthless
Synonym: garbage



When the weather was cold on deck, the passengers **huddled** together to keep warm.

huddled means:

to crowd together
Synonym: bunch



Passengers **yearned** to get off the boat to begin their new lives.

yearned means:

to have a strong desire for
synonym: to long for



New immigrants felt **'tost'** after the boat journey.

tost means:

an old fashioned way of writing 'tossed'

"The New Colossus"

by Emma Lazarus

Give me your tired, your poor

Your **huddled masses yearning** to breathe free

The **wretched refuse** of your **teeming shore**

Send these, the homeless, **tempest-tost** to me

I lift my lamp beside the golden door!

Instructions: Use the context clues in the poem
and sentences on the cards to infer the
meaning of the words in bold.