

Angela Hill and Margaret DeRaffele
Immigration Lesson Plan
Second Grade

1. Standards/Objectives:

Curricular Standards: CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

Objectives: Giving students the correct information on Immigration in the United States

2. Materials and/or Technology Resources:

Description and quantity: Students will need their english/reading notebooks. We will be using a smart board, as well as the book, *All the Way to America* by Dan Yaccarino. Lastly, students will be asked to bring a picture from home of an ancestor that came from another country to hang on our class map. If no picture can be provided, students will be able to draw one.

3. Procedure:

Motivation/Engagement: To begin our lesson we will display pictures related to immigration up on the smartboard. We will then give the students a few minutes to talk with each other and write down what they think the pictures particularly mean to them.

Development Activity: Our main activity is reading *All the Way to America* by Dan Yaccarino. This is a true story about immigration within a family. This will truly teach the students what immigration is all about and how it might relate to them and their families. This will meet the standards of this lesson because the main character of the book had to go through challenges and face a “new world” all on his own.

Gardner's Intelligences: Throughout our lesson we will be incorporating two of Gardner's intelligences: the interpersonal and the spatial. The interpersonal intelligence is more about group work, which we are essentially doing throughout this entire lesson, but especially in the first and last activity. This is where students will work together to caption the pictures from our photo journal, as well as the last activity where we will hang their pictures together as a group. The spatial intelligence is focused on visuals and it correlates with the captioning pictures activity.

Closure: To end our lesson we will do the map activity and have students place their ancestors' pictures on the place on the map where they came from. To include all students, those who may not have a picture, will be able to draw a family picture and place it on the place where they came from.