Immigration and Citizenship

Children at Ellis Island

Immigrants

Citizenship
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# Immigration and Citizenship

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From the first Spanish colonists who founded St. Augustine, Florida, in 1565, to the latest immigrants arriving at modern-day airports or crossing the southwestern border from Mexico and Central American countries, America has been a land of immigrants.

One key to American success is the ability to absorb immigrants from all over the world and unite them. It is a formula that has not worked everywhere. In many other countries, ethnic, religious, and racial diversity have been sources of bitter disagreement and violent struggle.

It would be a distortion to describe the American immigrant experience as being without conflict. Immigrants had to overcome culture shock, poverty, discrimination, and language barriers. Many had to struggle mightily to gain a foothold in American society. But many eventually succeeded.

Nearly fourteen million new immigrants (documented and undocumented) settled in the United States from 2000 to 2010, making it the highest decade of immigration in American history. Talking about immigration to the United States in contemporary times may be a sensitive subject, as different individuals may have very different perspectives. Students may have heard television news reports, as well as family members’ conversations, reflecting diverse opinions. This topic is often emotionally charged, making it challenging to teach to students in the elementary grades.
Furthermore, you may have students in your class who have recently immigrated to the United States with their families. These students may have had very different—sometimes traumatizing—immigration experiences. We strongly recommend that prior to teaching this unit, you speak individually to family members of any students who have immigrated to this country so that you are aware of any circumstances that you should take into consideration as you teach this unit. Students may respond differently to the content presented in this unit based on these experiences.

**We strongly encourage you to consult the following additional resources in advance of and during your teaching of this unit.**

### Teaching Tolerance

The mission of Teaching Tolerance is to help teachers and schools educate children and youth to be active participants in a diverse democracy. The Teaching Tolerance website provides free resources to educators—teachers, administrators, counselors, and other practitioners—who work with children from Kindergarten through high school.

You may find the following specific resources of particular interest:

- Ten Myths About Immigration
- Immigrant and Refugee Children: A Guide for Educators and School Support Staff

### Embrace Race

This website provides free resources, including video clips, blog posts, and “tip sheets” for talking with students about race, racism, and how to make changes.

You may find the following specific resources of particular interest:

- “Talking Race & Kids”—This is an online series of live and recorded video clip conversations with individuals who have experience and expertise in talking with students about race. You can register for upcoming conversations, as well as watch previously recorded clips.
- “How to Use Books to Engage Kids in Rich Conversations About Differences? Plan Your Read-Aloud!”

Use this link to download the CKHG Online Resources for this unit, where the specific links to all of these resources can be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)
What Students Should Already Know

Students in Core Knowledge schools should be familiar with the following:

Geography

- maps and globes: what they represent, how we use them
- rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- how to identify and locate the seven continents on a map and globe:
  - Asia; identifying Asia as the largest continent with the most populous countries in the world
  - Europe
  - Africa
  - North America
  - South America
  - Antarctica
  - Australia
- how to identify the major oceans: Pacific, Atlantic, Indian, Arctic
- how to find directions on a map: north, south, east, west
- the following countries of North America: Canada, the United States, Mexico, and the countries of Central America
- locations of the Mississippi River, the Appalachian and Rocky Mountains, and the Great Lakes on a map of the United States
- locations of the equator, Northern Hemisphere, Southern Hemisphere, and the North and South Poles
- that the United States has fifty states: forty-eight contiguous states, plus Alaska and Hawaii
- the names of their continent, country, state and state capital, neighboring states, and community
- the following geographical terms when used in relation to the United States: peninsula, harbor, bay, island, valley, desert, coast, prairie, oasis

Students in Core Knowledge schools and/or who used Core Knowledge History and Geography™ (CKHG™) in Grades 1 and 2 should also be familiar with the following:

History

- the features of the early Maya, Aztec, and Inca civilizations
- the exploration and settlement of North and South America by Europeans during the 1400s and 1500s
• the establishment of the thirteen English colonies on the East Coast of what later came to be known as the United States of America

• the American Revolutionary War, in which the colonists fought the British and declared their independence from Great Britain

• the Declaration of Independence, drafted by Thomas Jefferson, as the cornerstone of the nation’s democracy

• that George Washington, Benjamin Franklin, and Thomas Jefferson played crucial roles in early American history

• why the American colonists fought the British in the American Revolutionary War

• the difficulties and challenges that the Americans faced at the end of the American Revolutionary War

• that the Constitution was created so that Americans would have a written document stating the powers given to the government and listing the rights of citizens

• that the men who wrote the Constitution often did not agree with one another

• the importance of compromise in creating the Constitution

• why some Americans were worried about creating the Constitution

• why many Americans wanted the Constitution to include a bill of rights

• why James Madison is called the “Father of the Constitution”

• that the Constitution is considered the highest law of the United States of America

• that “We the people…” are the first three words of the Constitution

• that the first ten amendments to the Constitution are called the Bill of Rights

• the concept of impressment as practiced by British warships

• that the British supplied Native American Chief Tecumseh with weapons to prevent American settlers from moving west, closer to Canada

• that James Madison was the president of the United States and Dolley Madison was the First Lady during the War of 1812

• that Paul Jennings, an enslaved servant, saved valuable objects when the British burned the White House

• that the American warship USS Constitution was nicknamed “Old Ironsides”

• that the term “The Star-Spangled Banner” was first used by Francis Scott Key to refer to the American flag

• that Francis Scott Key wrote the lyrics for the national anthem of the United States
• that Andrew Jackson led the American army that defeated the British at the Battle of New Orleans
• that innovations in transportation led to more and more Americans moving west
• that Native Americans were displaced from their homes and ways of life, e.g., the Trail of Tears
• that the conflict between the states in the South, which called themselves the Confederate States of America, and the United States, or Union, over slavery resulted in the Civil War
• that President Abraham Lincoln believed it was important to “keep the Union together”
• that Union soldiers during the Civil War were called Yankees and Confederate soldiers were called Rebels
• that Ulysses S. Grant led the Union army during the war and Robert E. Lee led the Confederate army
• the Underground Railroad and Harriet Tubman’s role in it
• Harriet Beecher Stowe and *Uncle Tom’s Cabin*
• Clara Barton and her role during the Civil War
• the significance of the Emancipation Proclamation

What Students Need to Learn

• During the late 1800s to the early 1900s, people from other countries perceived America as a “land of opportunity.”
• During the late 1800s to the early 1900s, millions of newcomers moved to America.
• The Statue of Liberty is a symbol of freedom.
• Ellis Island is a first point of entry.
• Large populations of immigrants settled in major cities, such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco.
• *E pluribus unum* (“out of many, one”) is a national motto.
• Citizenship has rights and responsibilities.
• It is possible to become an American citizen by birth, as well as by a process known as naturalization.

Note to Teacher: Students in Core Knowledge schools or schools using the Core Knowledge History and Geography instructional materials will explore the topic of immigration in greater depth in Grade 6.
The most important ideas in Unit 10 are:

- America has represented opportunity for those who come here, from the first colonists to the most recent immigrants.
- From the late 1880s to the early 1920s, seeing the Statue of Liberty and landing at Ellis Island were the first experiences in the United States for several generations of immigrants.
- Because of the opportunities for work and support that cities offered immigrants, many cities developed large ethnic neighborhoods.
- The motto \textit{e pluribus unum} is very appropriate for a country composed of immigrants.
- Citizenship involves the exercise of responsibilities as well as the enjoyment of rights.
- There are two ways to become an American citizen: by birth or by naturalization.

The first permanent English settlement was established at Jamestown, Virginia, in 1607. By the time of the American Revolution, the eastern seaboard from Maine to Georgia had a population of two million—many of them immigrants from England, Ireland, and Germany. In addition, an estimated half a million Africans were brought into the country, most of whom were enslaved.

Between 1790 and 1815, another 250,000 Europeans immigrated to the United States, and between 1820 and 1860, some 4.6 million more arrived, most of them after 1840 and many of them from Ireland. The first half of the 1800s saw two million Irish emigrate, pushed out of Ireland by the potato famine and oppressive British rule. These newcomers joined earlier immigrants, such as the English, Irish, and Germans, as well as the Dutch, French, and Swedish, in building the United States.

The greatest period of immigration to America occurred between 1880 and 1920, when approximately twenty-three million immigrants arrived. Immigration records were not kept well during that time, and it is impossible to know the exact number of immigrants who entered the country. By 1914 and the onset of World War I in Europe, one-third of all Americans were either immigrants themselves or had at least one parent who was an immigrant. However, the latest immigrants came from different parts of Europe than the earlier immigrants. The “old immigrants,” as historians call those who moved to the colonies or emigrated in the early days of the United States (roughly before the Civil War), originated mainly in northern and western Europe. They came from countries such as England, Scotland, Ireland, and Germany. The new immigrants who came after the Civil War through the mid-1900s were primarily from southern and eastern Europe, including Russia, Italy, Poland, and Austria-Hungary. Between 1890 and 1917, about seventy-five percent of immigrants to the United States came from these countries. This historical period is the primary focus of this unit. It should be noted that a very small number of immigrants were allowed into the United States from Asia at this time because of racial prejudice.
Unit Resources

Teacher Components

The Immigration and Citizenship Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary focus objectives, geographical and/or historical background information for teachers, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the text with students. It is important to discuss the images that accompany the text with the students too.

The instructional guidance for each chapter also includes a Check for Understanding and, when appropriate, Additional Activities, such as virtual field trips, short film clips, and art or music activities, that may be used to reinforce students’ understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

A Culminating Activity, Unit Assessment, Performance Task Assessment, Student Activity Pages, and instructions for My Passport for each student are included at the end of this Teacher Guide in Teacher Resources, beginning on page 64. The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order. For example, AP 1.1 is a letter to family designed to be used at the start of this unit.

» The Culminating Activity is a multistep activity that provides students an opportunity to review unit content knowledge prior to the Unit or Performance Task Assessments. Students will have a chance to play a unit-related game, learn and sing a song about the unit, or create a collaborative classroom mural and/or museum of craft projects they have made to represent artifacts from the time period and culture studied. At the end of the Culminating Activity, students will also assemble and discuss a mini-book version of the Student Book that they can take home to share with family members.

» The Unit Assessment tests knowledge of the entire unit, using a standard testing format. The teacher reads aloud multiple-choice questions or fill-in-the-blank statements, and students are then asked to answer these questions by circling a picture representing the correct response on the Unit Assessment Student Answer Sheet.

» The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.

» My Passport is a tangible reminder and souvenir of the various events and places that students using the CKHG units at their grade level will have visited and learned about over the course of the school year. Note that prior to reading Chapter 1 of each unit aloud, you will be prompted to ask your students to pretend that they are boarding an airplane in real time to travel to a particular place in the world; this approach will be used in units that focus on modern-day cultures and/or geography. For units that focus on historical events, you will be prompted to
ask students to pretend they are boarding a “time machine” to travel “back in time” with you to visit each historical period and culture studied. Guidance will be provided at the end of every unit, directing teachers how to assist students in creating and updating their passport. The passport template can be downloaded from www.coreknowledge.org/ckhg-online-resources. Teachers will need to make sufficient copies for each student before conducting the passport activity.

» The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Student Component

The Immigration and Citizenship Student Book includes five chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read aloud the text on the Student Book pages. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 CKHG lessons is to build students’ understanding and knowledge of specific historical time periods, people, and events, as well as of associated geographical concepts and skills. It is for this very reason that in Grades K–2 CKHG, the historical and geographical knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and text that they hear read aloud than they would ever be able to read or comprehend when they read to themselves. For a more thorough discussion of listening and reading comprehension and the underlying cognitive science research, teachers may want to refer to Appendix A of the Common Core State Standards for English Language Arts, noting in particular the Speaking and Listening section of the appendix.

Use this link to download the CKHG Online Resources for this unit, where the specific link to this appendix can be found:

www.coreknowledge.org/ckhg-online-resources
Pacing

The Immigration and Citizenship unit is one of eleven world and American history and geography units in the Grade 2 CKHG series that we encourage teachers to use over the course of the school year. We have intentionally left the pacing and timing needed to teach the content presented in the Teacher Guide and Student Book very flexible. Teachers can choose how much they read aloud and discuss in a single instructional period, as well as how often each week they use the CKHG materials.

In many instances, it is likely that the teacher will be able to read aloud and discuss a complete chapter from the Student Book in a single instructional period. At other times, teachers may choose to spread the Read Aloud and discussion of a longer chapter over two instructional periods.

At the end of this unit introduction, you will find a blank Pacing Guide on page 14 that you may use to plan how you might pace reading aloud and discussing each chapter, as well as when to use the various other resources in this unit. We strongly recommend that you preview this entire unit and create your pacing guide before teaching the first lesson. As a general rule of thumb, we recommend that you spend no more than ten to fifteen days teaching the Immigration and Citizenship unit so that you have sufficient time to teach the other units in the Grade 2 CKHG series.

Reading Aloud

Within each Read Aloud, the text to be read aloud to students is in roman text in the Teacher Guide (like this); instructions intended only for the teacher are in boldface (like this). Core Vocabulary words appear in boldface color (like this). You may sometimes wish to preview one or two of these vocabulary words before a segment of the text. In most instances, however, it may be more effective to pause and explain the meaning of the words as they are encountered when you read aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement by the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the Read Aloud, you will note instances in which instructional guidance is included. This guidance may call the teacher’s attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers’ optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.
**Turn and Talk**

Specific instances in the Read Aloud portion of the lesson are designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

**Big Questions and Core Vocabulary**

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Big Question. The answer to each Big Question is included as part of the text read aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally reask the Big Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

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<td>What were some of the reasons that people from other countries came to America?</td>
<td>immigrants, landowner, diseases, harvests, religious freedom</td>
</tr>
<tr>
<td>Chapter 2: Arriving in America</td>
<td>What did immigrants see and do after they sailed into New York Harbor?</td>
<td>liberty, harbor, sculptor, tablet, base, huddled masses, inspectors</td>
</tr>
<tr>
<td>Chapter 3: Living and Working in America</td>
<td>What types of jobs did immigrants do?</td>
<td>tenements, Industrial Revolution, factories, mines, businesses, railroad tracks</td>
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<tr>
<td>Chapter 4: A Success Story</td>
<td>How did Andrew Carnegie become successful, and why do we still remember him today?</td>
<td>weaver, fell on hard times, messenger, steel, organization</td>
</tr>
<tr>
<td>Chapter 5: Becoming an American Citizen</td>
<td>What are some of the things that people not born in the United States must do to become an American citizen?</td>
<td>citizen, citizenship ceremony, oath of allegiance, voting, election, public officials, taxes</td>
</tr>
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**Activity Pages**

The following activity pages can be found in Teacher Resources, pages 96–102. They are to be used with the lesson specified for additional class work or in some instances may be sent home to make parents aware of what students are studying. Be sure to make sufficient copies for your students before conducting the activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1, 4—World Map (AP 1.2)
- Chapters 1–4—Map of the United States (AP 1.3)
- Chapter 2—My Family’s Story (AP 2.1)
- Culminating Activity—Why Did Immigrants Come to America? (AP CA.1)
- Culminating Activity—Immigration and Citizenship Review (AP CA.2)
Additional Activities and Website Links

An Additional Activities section, related to material the students are studying, may be found at the end of most chapters in this Teacher Guide. Even though there are multiple suggested activities, it is advised that you choose activities based on your students’ interests and needs, as well as on the instructional time available. Many of the activities include website links, and you should check the links before using them in class.

A SPECIAL NOTE ABOUT THE PATHWAY TO CITIZENSHIP

A critical goal of the Core Knowledge Curriculum Series™, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included important content in our American history units that will help students deepen their understanding of U.S. history, laws, and government. In Grades 3–6, we denote content related to this civics instruction with an American flag icon. For Grades K–2, we have shaped each American history unit as a whole to provide basic, foundational information key to civics instruction.

In choosing the specific content in our American history units, we have been guided by the Core Knowledge Sequence. The Sequence topics align well with the civics test developed by the U.S. Citizenship and Immigration Services, which is required for all immigrants wishing to become naturalized American citizens.

Students who have used our American history materials throughout the Core Knowledge Curriculum Series™ have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the USCIS Citizenship Resource Center may be found:

www.coreknowledge.org/ckhg-online-resources

BOOKS


**Note to Teacher:** *Immigration and Citizenship* is intended to be taught as the tenth unit of Grade 2 CKHG.

### Week 1

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### Week 3

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Primary Focus Objectives

✓ Understand the different reasons that people immigrated to the United States. (RI.2.1, SL.2.3)

✓ Understand the meaning of the following domain-specific vocabulary: immigrants, landowner, diseases, harvests, and religious freedom. (L.2.4, L.2.5)

Materials Needed

- individual student copies of Immigration and Citizenship Student Book
- individual student copies of Letter to Family (AP 1.1)
- teacher and individual student copies of World Map (AP 1.2)
- teacher and individual student copies of Map of the United States (AP 1.3)

What Teachers Need to Know

Why did (and do) immigrants come to the United States? Historians have isolated a number of what they term “push and pull factors” at work in immigration. The push factors drive people to leave their native countries. The exact factors depend on the immigrants’ country of origin. The pull factors are conditions in the United States that attract people to settle here, such as economic opportunity, political freedom, and religious freedom.

In the period after the U.S. Civil War, economic problems, political oppression, and religious persecution caused people to emigrate. In Austria-Hungary, Bulgaria, Romania, and Poland, large landholdings were broken up and leased to tenant farmers, many of whom found it nearly impossible to earn a living by farming such small parcels of land. In Italy, farmers were faced with declining prices for their fruit and wine. In the wars of the 1800s, Poland had been carved up by victors and no longer existed. Poles, especially Polish Catholics, were persecuted as the new rulers tried to eradicate all traces of Polish customs and traditions. Russian Jews were also persecuted because of their religion. Such experiences brought people of varying religions to the Americas, including Muslims, Christians, and Jews.
To all these people, the United States offered a place of refuge, the promise of religious and political freedom, and an opportunity for a better life. Earlier immigrants wrote home, urging their families and friends to come to America. One immigrant wrote home the following:

*I am getting along well, very well. I have worked in a factory and I am now working in a hotel. I receive 18 (in our money 32) dollars a month, and that is very good. . . . We eat here every day what we get only for Easter in our country.*

Midwestern states and steamship companies published pamphlets extolling the possibilities of life in the United States. Minnesota published the following advertisement:

*To Laboring Men, who earn a livelihood by honest toil; to Landless Men, who aspire to the dignity and independence which comes from possession in God’s free earth; to All Men of moderate means, and men of wealth. . . . It is well to exchange the tyrannies and thankless toil of the old world for the freedom and independence of the new.*

The letters and advertisements turned out to be far from truthful for most immigrants. Those who settled in cities had a hard time making a living in the factories and sweatshops. Farm families found life on the plains far from the nearest neighbor lonely and at times dangerous when blizzards, floods, illness, or serious accidents struck. Still, to many of these immigrants, their new life seemed better than life back home, trying to scratch out a living on a poor, postage-stamp plot of land or living in fear because of their politics or religion.

Introduce Immigration and Citizenship and Chapter 1: “Why People Came to America”

**Activity Pages**

Distribute and show students the World Map (AP 1.2), briefly reviewing the name and location of each continent. Remind students that there are different countries on each continent; for example, the North American continent includes the countries of Canada, the United States, and Mexico. Ask students to point to the approximate location of the United States on the map.

Distribute and show students the Map of the United States (AP 1.3). Explain that this map shows the United States about one hundred years ago, which is the time period that students will learn about in this unit. Remind students that although there are currently fifty states in the United States of America, during the time period they will be studying in this unit—i.e., after the Civil War to the early 1900s—there were only forty-eight states; Alaska and Hawaii had not yet become states.

Tell students that the title of this unit is Immigration and Citizenship. Explain that people who move from one country to another country to live are called immigrants. Distribute copies of the Student Book to the class, telling students that the United States is a nation made up of immigrants. Except for Native American people, everyone who came to live in America, starting with the early colonists, was an immigrant.
Call students’ attention to the images on the cover as you read aloud the captions. Explain that the cover images show some of the people who immigrated to America after the Civil War up until the early 1900s, as well as some of the places and things that they saw.

Tell students that you are going to pretend that you have a special machine so that you can all travel back in time to visit America shortly after the Civil War.

Ask students to close their eyes and make sure that they are “buckled in” so that they can travel back in time. Count backward, saying, “3 . . . 2 . . . 1 . . . Back to America after the Civil War!” and then ask students to open their eyes.

Tell students that the first chapter that you will read aloud to them is called “Why People Came to America.”

**Big Question**

What were some of the reasons that people from other countries came to America?
Chapter 1: “Why People Came to America”

Ask students to turn to page 2 of the Student Book and look at the image as you read aloud. Ask students to listen carefully to find out why people from other countries came to the United States.

**Core Vocabulary**

- immigrants
- landowner
- diseases
- harvests
- religious freedom

**Why People Came to America**

In the 1800s and early 1900s, millions of immigrants came to the United States. They came from countries in Europe, from China, and from other parts of the world. Many came to the United States because they wanted a better life, freedom, and jobs and opportunity. Some came because they were hungry and poor. And for many, the United States was simply a safer place to be.

**Core Vocabulary**—Explain that **immigrants** are people from one country who move to another country to live.

**Support**—Use the World Map (AP 1.2) to point out the locations of the places mentioned on the page: the United States, Europe, and China.
Ask students the following questions:

**LITERAL**—What happened in the 1800s and early 1900s in the United States?

» In the 1800s and early 1900s, millions of immigrants came to the United States.

**LITERAL**—Where did immigrants come from?

» Immigrants came from countries in Europe, from China, and from other parts of the world.

**LITERAL**—Why did immigrants come to the United States?

» Immigrants came to the United States because they wanted a better life, freedom, jobs, and more opportunity. Some came because they were hungry and poor, and others came because the United States was a safer place to be.

Now ask students to look at the image on page 3 as you read aloud.

For those who wanted to farm, there was more land in the United States. In Europe, most farmers did not own the land they farmed. Farmers had to give part of the crops they grew to the landowner. By the time they paid the landowner, there was hardly enough food left to feed themselves.

**CORE VOCABULARY**—Explain that a **landowner** is a person who owns land, especially a large amount of land.
Ask students the following questions:

**LITERAL**—What did the United States have more of?

» The United States had more land.

**LITERAL**—What was life like for farmers in Europe?

» In Europe, many farmers could not afford to buy farmland. They did not own the land they farmed, and they had to give part of the crops they grew to the landowner.

Ask students to look at the image on page 4 as you read aloud.

In Europe during the 1800s, bad weather and diseases damaged harvests and some crops failed. As a result, many people had to struggle to get enough to eat.

**CORE VOCABULARY**—Explain that **diseases** are illnesses or sicknesses.

**CORE VOCABULARY**—Explain that **harvests** are the crops collected at the end of a growing season.

Ask students the following question:

**LITERAL**—What happened in Europe during the 1800s?

» In Europe during the 1800s, bad weather and diseases damaged harvests, and many people did not have enough to eat.
In Ireland, the main crop grown by farmers was potatoes. Beginning in 1845, a disease began killing the potatoes. During the first years, people were hungry. But as the potato crop continued to fail, people in Ireland began to starve. More than a million people died. More than a million others fled to America.

SUPPORT—Help students find the location of Ireland on the World Map (AP 1.2). Have them use their fingers to trace a path across the Atlantic Ocean from Ireland to the United States.

SUPPORT—Explain that in Ireland in the 1800s, potatoes were an important crop. People grew them not only to eat, but also to sell. When the potato crops failed, farmers not only lost food for their families, they also lost a way to make money to pay rent and for other necessities.

Ask students the following questions:

LITERAL—What was the main crop grown by farmers in Ireland?
  » The main crop grown by farmers in Ireland was potatoes.

LITERAL—What happened to potato crops in 1845?
  » In 1845, a disease began killing the potatoes.
LITERAL—What happened when potato crops began to fail?

» When potato crops began to fail, people in Ireland began to starve, and more than a million people died. Other people fled to America.

Ask students to look at the image on page 6 as you read aloud.

In some European countries, there was little or no religious freedom. For example, millions of Jewish people who lived in Russia were mistreated because of their religion. They were attacked, and their homes were burned. Those who could left Russia, and many moved to America.

CORE VOCABULARY—Explain that religious freedom is the freedom to worship in any religion or way that you want—or to not worship at all.

Ask students the following questions:

LITERAL—Why were some people treated unfairly in some European countries?

» Some people were treated unfairly in some European countries because of their religious beliefs.

LITERAL—What happened to Jewish people in Russia?

» Jewish people in Russia were attacked, and their homes were burned. Many people left if they could, and many moved to America.
TURN AND TALK—What were some of the reasons that people from other countries came to America?

* People from other countries came to America because they wanted a better life, freedom, jobs, and more opportunity. Others came because they were hungry and poor or because the United States was a safer place to be. People from Ireland came because the potato crops failed and they were starving. Other people came looking for land to farm or for religious freedom.

Note to Teacher: Distribute copies of Letter to Family (AP 1.1) for students to take home.
Arriving in America

Primary Focus Objectives

✓ Recognize the Statue of Liberty, understanding that it is a symbol of freedom and was one of the first things immigrants to America saw when they arrived. (RI.2.1, SL.2.3)

✓ Understand that Ellis Island was the first place that immigrants went to after arriving in America. (RI.2.1, SL.2.3)

✓ Understand the meaning of the following domain-specific vocabulary: liberty, harbor, sculptor, tablet, base, huddled masses, and inspectors. (L.2.4, L.2.5)

Materials Needed

- individual student copies of Immigration and Citizenship Student Book
- teacher and individual student copies of Map of the United States (AP 1.3)

What Teachers Need to Know

After 1886, one of the first things that immigrants would have seen as their ships sailed into New York Harbor was the Statue of Liberty. Its torch held high was a beacon of hope for those millions of new arrivals. The Jewish American poet Emma Lazarus wrote a famous poem called “The New Colossus” about the Statue of Liberty, in which she imagines Lady Liberty speaking to the nations of Europe and asking them to send immigrants:

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!

The whole poem is now inscribed at the base of the statue.

Beginning in 1892, immigrants to the East Coast came through Ellis Island in New York Harbor. Ships docked there, and passengers were processed in a great hall on the island before being allowed to enter the United States. The new arrivals were first examined by doctors and then questioned by immigration officials about how they planned to earn their living. Their names were recorded and sometimes simplified; for example, the last name “Kantorowitz” might be shortened and recorded as “Cantor.” Most immigrants were allowed to enter the United States, but about one percent of those examined and interviewed were turned back, mainly because they had a contagious disease or improper papers.
As many as twelve million people may have entered the United States through Ellis Island between 1892 and 1924. Nearly forty percent of Americans have at least one ancestor who was processed there.

On the West Coast, Angel Island served the same purpose as Ellis Island; however, there the immigrants were Asians, mainly Chinese and Japanese, rather than Europeans. The center operated from 1910 to 1940.

THE CORE LESSON

Introduce “Arriving in America”

Referring to the images from Chapter 1, review with students the following key points made in the previous Read Aloud about “Why People Came to America”:

• People immigrated to America for different reasons.
• Some people came from different countries in Europe where bad weather and diseases had damaged crops. People could not get enough to eat, so they came to America where they hoped to farm and have enough food to feed themselves.
• Other people came from countries in Europe where they had been treated unfairly because of their religious beliefs. They came to America hoping to be able to practice their religion.

Tell students that the name of the chapter they will hear today is “Arriving in America.” Explain that while airplanes had just been invented during the time period that they are reading about, the many airline companies that we have now did not exist then. People traveling to America from countries in Europe had to travel by boat. Before the advent of the steamship, a typical voyage by boat was difficult and took about six weeks; if the weather was bad, it took even longer. Ask students to imagine what it might have been like to spend weeks on a ship, sailing to a new country.

Big Question

What did immigrants see and do after they sailed into New York Harbor?

Core Vocabulary

liberty harbor sculptor tablet base huddled masses inspectors
Arriving in America
The Statue of Liberty in the New York City harbor is a symbol of welcome. The statue was placed there in 1886, and from then on it was one of the first things many immigrants saw as they sailed into the harbor.

The statue was a gift to the United States from the people of France. It was built by a French sculptor, broken up into pieces, and shipped to the United States. It was then put back together on an island in New York Harbor.

CORE VOCABULARY—Explain that liberty is freedom.

CORE VOCABULARY—Explain that a harbor is part of an ocean, lake, or sea that is next to land and is a safe, protected place for boats.

CORE VOCABULARY—Explain that a sculptor is an artist who shapes clay, stone, or metal.

Note to Teacher: Students in Core Knowledge schools may recall learning about the Statue of Liberty in the Grade K CKHG unit The Mount Rushmore Presidents.

HELP—Help students find New York City on the Map of the United States (AP 1.3).
Ask students the following question:

**LITERAL**—Where is the Statue of Liberty located?

» The Statue of Liberty is on an island in New York Harbor.

**Note to Teacher:** New York City would also be a correct answer.

Now ask students to look at the images on page 8 as you read aloud.

Lady Liberty, as the statue is also called, holds a torch in her right hand that stands for freedom and liberty. She holds a stone tablet in her left hand. On that tablet is a very important date in American history: July 4, 1776.

Do you remember what happened on that date? It is the date that the Declaration of Independence was signed.

**CORE VOCABULARY**—Explain that a **tablet** is a flat piece of stone or clay that has writing on it.

**SUPPORT**—Point out the Statue of Liberty’s torch and tablet in the images on the page.

**Note to Teacher:** Students in Core Knowledge schools may recall learning about the Declaration of Independence in the Grade 1 CKHG unit *From Colonies to Independence*. They might also recall that July 4, 1776, is considered America’s birthday.

Ask students the following questions:

**LITERAL**—What does the Statue of Liberty hold in her hands?

» The Statue of Liberty holds a torch in her right hand and a stone tablet in her left hand.
LITERAL—Why is the date on the stone tablet important?

» The date on the stone tablet is important because it is the date the Declaration of Independence was signed.

Ask students to look at the image on page 9 as you read aloud.

In 1903, a poem by the American poet Emma Lazarus was added to the base of the Statue of Liberty. The poem imagines America speaking to people all over the world and saying, “Give me your tired, your poor, Your huddled masses yearning to breathe free.” What do you think those words mean?

CORE VOCABULARY—Explain that a base refers to the bottom of something.

CORE VOCABULARY—Explain that huddled masses refer to immigrants who are seeking freedom and safety.

SUPPORT—Explain that when someone is yearning, they feel a strong need or desire for something.

Ask students the following questions:

LITERAL—What was added to the base of the Statue of Liberty?

» A poem by the poet Emma Lazarus was added to the base of the Statue of Liberty.
INFERENTIAL—What do you think the poem means?

» Answers may vary as students interpret their own meaning, but they should understand that the poem is meant as a welcome to immigrants who have arrived after a long journey and are tired, worried, and hoping for freedom and opportunities.

Now ask students to look at the images on page 10 as you read aloud.

Beginning in 1892, Ellis Island was the first place that immigrants went to when they arrived in New York. When immigrants arrived on Ellis Island, doctors and health inspectors checked to see that they were healthy. If an immigrant had a serious disease, that person was sent back home. If they were healthy, they were allowed to enter the United States. About twelve million men, women, and children passed through Ellis Island between 1892 and 1924.

CORE VOCABULARY—Explain that inspectors are people whose job it is to look at things carefully. Health inspectors look carefully to make sure people are healthy and not sick.

Ask students the following questions:

LITERAL—What was Ellis Island used for?

» Ellis Island was the first place that immigrants went to when they arrived in New York so inspectors could make sure they were healthy.

LITERAL—What happened if inspectors thought an immigrant had a serious disease?

» If inspectors thought an immigrant had a serious disease, the immigrant was sent back home.
**LITERAL**—About how many immigrants passed through Ellis Island?

» About twelve million immigrants passed through Ellis Island.

**CHECK FOR UNDERSTANDING: Big Question**

**TURN AND TALK**—What did immigrants see and do after they sailed into New York Harbor?

» After immigrants sailed into New York Harbor, they saw the Statue of Liberty. They first arrived at Ellis Island, where health inspectors made sure they were healthy in order to enter the United States.

**Additional Activities**

**All About the Statue of Liberty**

**Materials Needed:** internet access, capability to display internet in classroom, paper and crayons or markers

**Background for Teachers:** In this activity, students will learn more facts about the Statue of Liberty. Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos, webcams, and song may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Watch the video *Facts About the Statue of Liberty for Kids* (06:11) with students. Pause the video at various points to clarify facts and elicit questions from students. After watching, invite volunteers to share their favorite or most surprising fact they learned.

Next, tell students they are going to take a virtual trip to the Statue of Liberty. Show them the live-feed videos from the Statue of Liberty webcams, and ask students to describe what they see. Invite students to share what it would have felt like to see the Statue of Liberty for the first time as an immigrant.

Next, tell students that they will learn how to draw the Statue of Liberty. Provide students with paper and crayons or markers, and play the video *How to Draw the Statue of Liberty* (11:07). Hang students’ work in a gallery around the classroom, and allow them to walk around and observe one another’s work.

Finally, remind students of the line they learned about from the poem, “Give me your tired, your poor, Your huddled masses.” Tell them they will learn a song based on the poem. Play the song, and ask students to share some of the words or imagery they liked and what it made them think about.
All About Ellis Island

Materials Needed: internet access, capability to display internet in classroom

Background for Teachers: In this activity, students will learn more facts about Ellis Island. Use this link to download the CKHG Online Resources for this unit, where the specific links to the video and virtual tour may be found:

www.coreknowledge.org/ckhg-online-resources

Remind students that in the late 1800s and early 1900s, many immigrants had to pass through Ellis Island to get into the United States. Play the video Immigrants at Ellis Island (04:27). Pause at certain points to clarify information or unfamiliar words.

After the video, ask:

- Was it easy for immigrants to get to the United States?
  - No, it was not easy for immigrants to get to the United States. They often traveled in crowded ships to get here, and then they had to go through inspections at Ellis Island.

Next, tell students they will take a virtual field trip to Ellis Island in order to understand what the process might have felt like for immigrants arriving for the first time. Take students on the “Interactive Tour of Ellis Island,” and be sure to point out the vocabulary definitions provided along the way. Allow time to show the corresponding photos, and ask students what they observe, as well as how these immigrants might have felt.

Coming to America (RL.2.3, SL.2.2)

Materials Needed: internet access, capability to display internet in classroom

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the Read Aloud may be found:

www.coreknowledge.org/ckhg-online-resources

Review with students why immigrants come to the United States: they want a chance for a better life, they are looking for a safer place to live, they want freedoms they don’t have in their home countries. Remind the class that many years ago, when immigrants came to the United States from Europe, they had to go through a place called Ellis Island before they could enter the country.

Tell students that they are going to watch a Read Aloud of part of a book about immigrants coming to America. The segment they will see focuses on Ellis Island. Show students the Read Aloud of Coming to America by Betsy Maestro, starting at time stamp 06:07 and ending at 10:54.

Pause periodically to review what students have heard and to clarify anything that your students might find difficult or unfamiliar.

After the video, invite students to share anything new they learned from the Read Aloud.
**My Family’s Story**

**Materials Needed:** sufficient copies of My Family’s Story (AP. 2.1), construction paper, plain white paper, crayons or markers

**Background for Teachers:** In this activity, students will need to talk with family members, so homework will need to be assigned before students can work during class on the activity. Students will interview their family members to learn about their ancestors and how and when they came to America. They will fill out questions on AP 2.1 and use the information to create a mini-book titled *My Family’s Story*. Assign AP 2.1 as homework, and have students bring in the completed worksheet in order to make their mini-books in class to present.

**Note to Teacher:** Some students and some parents may be reluctant to share their information. For other students and families, the information may not be available. In these instances, please do not force the issue.

Assign this activity as homework after students have read and discussed the chapter. Go over the assignment with students, and have them bring in their completed worksheets after they interview their family.

Allow time in class for students to use the information to make a mini-book titled *My Family’s Story*, which they will present in the Performance Task. Encourage students to bring in family photos, letters, and documents to create their mini-book.

To create the mini-book, give each student a piece of construction paper (for the book cover) and three sheets of plain white paper. Have students write the book title (*My Family’s Story*) and their name on the front cover. Then have students transfer the information from their completed Activity Page, putting one answer on each white page. Give students the following sentence frames to guide them:

(Page 1) My ancestors came from ____________.

(Page 2) We know this about them and/or their homeland: ____________.

(Page 3) We still celebrate ____________.

Have students draw and/or decorate each page, perhaps with copies of photos and letters from home. Staple the white pages to the construction paper cover.

Invite volunteers to present their family stories to the class.
Primary Focus Objectives

✓ Understand where immigrants settled in America. *(RI.2.1, SL.2.3)*

✓ Understand what types of work immigrants did and the many contributions they made toward America becoming a strong and powerful country. *(SL.2.2)*

✓ Understand the meaning of the following domain-specific vocabulary: *tenements, Industrial Revolution, factories, mines, businesses,* and *railroad tracks.* *(L.2.4, L.2.5)*

Materials Needed

- individual student copies of *Immigration and Citizenship* Student Book
- teacher and individual student copies of Map of the United States (AP 1.3)

What Teachers Need to Know

In the late 1800s, cities in America were busy centers of commerce and offered many jobs in factories and growing businesses. While many immigrants who were farmers in Europe and Asia sought out farmland to settle on, many more immigrants settled in cities, especially the Irish and Italians who had had little luck with farming in their native countries. Some Europeans went no farther than the cities of the East Coast, while others moved to the Midwest. The small number of Japanese and Chinese immigrants who came to America settled mainly on the West Coast. Many became farmers and farmworkers, although San Francisco had a large number of both Japanese and Chinese residents.

In cities such as Boston, New York, Philadelphia, Chicago, Detroit, Cleveland, and San Francisco, neighborhoods of immigrants from the same countries—even the same villages—developed, with names such as Little Italy and Chinatown. Ethnic groups tended to concentrate in neighborhoods for support. Immigrants who had been in the United States for a while, even a few months, could help newcomers learn to navigate the ways of their new home: where to live, where to get a job, how to act toward the boss, where to buy food, how to speak English—all the things of daily life that were foreign to newcomers.
Introduce “Living and Working in America”

Referring to the images from Chapter 2, review with students the following key points made in the previous Read Aloud about “Arriving in America”:

- One of the first things that immigrants saw as they arrived in New York Harbor was the Statue of Liberty, a symbol of freedom and opportunity in America.
- One of the first places that immigrants went after they arrived was Ellis Island, where health inspectors made sure they were healthy before they were permitted to enter the United States.

Tell students that in this Read Aloud, they will learn where the immigrants settled and lived in America and what types of work they did.

Big Question

What types of jobs did immigrants do?

Core Vocabulary

- tenements
- Industrial Revolution
- factories
- mines
- businesses
- railroad tracks
Living and Working in America

Many immigrants who came to the United States stayed in the big cities in the eastern part of the United States. A large number arrived in New York City, and many settled there. Immigrants helped make New York the biggest city in the United States. But thousands of others traveled to such cities as Boston, Philadelphia, Pittsburgh, Cleveland, Detroit, and Chicago.

Activity Page

AP 1.3

SUPPORT—Have students take out their Map of the United States (AP 1.3). Help them find the following cities on the map: New York City, Boston, Philadelphia, Pittsburgh, Cleveland, Detroit, and Chicago.

Ask students the following question:

LITERAL—Where did many immigrants who came to the United States stay?

» Many immigrants who came to the United States stayed in big cities, such as New York City, Boston, Philadelphia, Pittsburgh, Cleveland, Detroit, and Chicago.
Immigrants lived in cities because they could get jobs there. Living in a city was hard. Many poor immigrants lived in crowded neighborhoods. Large families lived in small apartments with only one or two rooms and no hot water. Many immigrant apartments were in overcrowded buildings called tenements.

**CORE VOCABULARY**—Explain that *tenements* are apartment buildings, often overcrowded and in need of repairs and usually in a poor city neighborhood.

**SUPPORT**—Ask students to describe what they see in the image on the page and to imagine how it might have felt to live in such a place.

Ask students the following questions:

**LITERAL**—Why did immigrants live in cities?

» Immigrants lived in cities because they could get jobs there.

**LITERAL**—Where did many poor immigrants live?

» Many poor immigrants lived in crowded neighborhoods, in buildings called tenements.
As more and more immigrants poured into American cities, neighborhoods sprang up full of people that mostly came from the same country. For example, in many American cities there was a neighborhood called Little Italy and one called Chinatown. The immigrants who lived in these neighborhoods could buy the kinds of food they were used to eating. They could celebrate holidays as they did back home. Many of these neighborhoods still exist today.

Ask students the following questions:

INFERENTIAL—Why do you think some immigrants lived in neighborhoods with other people from the land they came from?

» Immigrants felt more comfortable with people who came from the same countries.

LITERAL—What could immigrants enjoy in the neighborhoods where they settled?

» Immigrants could buy familiar foods they were used to eating and celebrate holidays the way they did in their old countries.
Now ask students to look at the images on page 14 as you read aloud.

The United States needed all of these immigrants. During a time known as the Industrial Revolution, more and more people were needed to work in factories, making all kinds of things that could be sold in stores. Even children worked in the factories!

Immigrants were especially needed to work in coal mines, digging for coal that would be used as fuel to power the factories. Once again, children worked alongside adults in the mines.

And immigrants were needed to build roads, bridges, tunnels, and railroads. Some started their own businesses. Immigrants helped to make the United States rich and powerful.

**CORE VOCABULARY**—Explain that the **Industrial Revolution** was a time when newly invented machines were first used to produce many different kinds of goods.

**CORE VOCABULARY**—Explain that **factories** are buildings where people use machines to make large numbers of goods to sell.

**CORE VOCABULARY**—Explain that **mines** are places underground where people dig for valuable resources, such as coal.

**CORE VOCABULARY**—Explain that **businesses** are stores or other places that sell goods or services. For example, a business might sell clothing or provide haircuts.

**Ask students the following questions:**

**LITERAL**—Why did the United States need immigrants?

» The United States needed immigrants to work in the new factories, on the railroad, and other jobs.

**LITERAL**—Why were immigrants needed to work in coal mines?

» Immigrants were needed to work in coal mines to dig for coal that would be used as fuel to power factories.
EVALUATIVE—How did immigrants help the United States?

» Immigrants helped to make the United States rich and powerful by building roads, bridges, tunnels, and railroads and starting their own businesses.

Ask students to look at the image on page 15 as you read aloud.

Immigrants helped build the first railroad that went all the way to the Pacific Ocean. The Union Pacific Railroad began near Omaha, Nebraska, and put down railroad tracks going west. The Central Pacific Railroad began in Sacramento, California, and put down tracks going east. The Union Pacific hired Irish and German immigrants. The Central Pacific in California hired Chinese immigrants. The railroads met in Promontory Point, Utah, in May 1869.

CORE VOCABULARY—Explain that railroad tracks are the rails that trains ride on.

SUPPORT—Help students find Nebraska and California on the Map of the United States (AP 1.3). Ask students to point to the location of the Pacific Ocean.

Note to Teacher: Students in Core Knowledge schools may recall learning about the transcontinental railroad and the role of immigrants in building it in the Grade 2 CKHG unit Americans Move West.

Ask students the following questions:

LITERAL—What did immigrants help build?

» Immigrants helped build the first railroad to the Pacific Ocean.
LITERAL—Where did the railroad begin and end?
» The railroad began near Omaha, Nebraska, and ended in Sacramento, California.

LITERAL—What immigrants did each railroad company hire?
» The Union Pacific hired Irish and German immigrants, and the Central Pacific hired Chinese immigrants.

Now ask students to look at the images on page 16 as you read aloud.

Thousands of immigrants who didn’t work in factories or stay in the cities headed west to farm. The U.S. government promised free land to anyone who went west and farmed for five years. Free land sounded good to many European immigrants.

When they got to the Great Plains, they saw an endless sea of grass. Of course, the land that was being given to the new settlers was land that Native Americans had lived on for hundreds of years!

Ask students the following questions:

LITERAL—Where did immigrants go who didn’t work in factories or stay in cities?
» Immigrants who didn’t work in factories or stay in cities headed west to farm.

Activity Page
SUPPORT—Display the Map of the United States (AP 1.3), and point out the area of the Great Plains (the area between the Mississippi River and the Rocky Mountains).
LITERAL—What did the U.S. government promise?
» The U.S. government promised free land to anyone who went west and farmed for five years.

LITERAL—What did immigrants see when they first got to the Great Plains?
» Immigrants first saw an endless sea of grass when they got to the Great Plains.

Ask students to look at the image on page 17 as you read aloud.

The farmers grew wheat. Wheat is important because it is used to make flour. Flour is used to make bread, cake, cookies, cereal, spaghetti, and many other things. The farmers worked very hard in blazing hot summers and freezing winters. The land was difficult to farm. The farmers battled with insects that tried to eat their crops.

Ask students the following questions:

LITERAL—What did farmers grow in the Great Plains?
» Farmers in the Great Plains grew wheat.

EVALUATIVE—Why was it difficult to farm in the Great Plains?
» It was difficult to farm in the Great Plains because of the hot summers and freezing winters, as well as insects that tried to eat the crops.
Farmers built homes. Some were made from sod, or earth and grass. The farmers bought machines that made farming easier. A new kind of steel plow that cut through the soil was invented, making it easier to plant crops. These farmers turned the Great Plains into a very rich farming area.

Ask students the following question:

LITERAL—What made farming easier?

» A machine called a steel plow made farming easier by cutting through soil to plant crops.

CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What types of jobs did immigrants do?

» Immigrants in the United States worked in factories and coal mines; helped build railroads, bridges, and tunnels; and moved west to farm and grow wheat crops.
Additional Activity

Life in a Sod House

Materials Needed: sufficient copies of Immigration and Citizenship Student Book, internet access, capability to display internet in the classroom, activity printouts, measuring tape, masking tape, other supplies identified on activity pages (optional)

Background for Teachers: Print and review the activity pages ahead of time, choosing which activities to conduct and making sure that you have all the supplies needed to conduct these activities. Use this link to download the CKHG Online Resources for this unit, where the specific links to the activities may be found:

www.coreknowledge.org/ckhg-online-resources

Note to Teacher: The Get a “Sense” of It: Life in a Sod House activity requires Adobe Flash Player, which is not supported by all browsers. If your browser does not support Flash, or if Flash is not installed on your computer, skip this part of the activity.

Have students turn to page 18 in their Student Books and describe what they see in the image on the page. Explain that settlers in the Great Plains had to build their homes out of thick, grassy earth because there weren’t enough trees to build houses. Point out the thick, grassy earth used on the roof of the house in the image. Explain that this thick, grassy earth is called sod.

In this activity, students will learn what it is like to live in a sod house. Introduce students to the Cram family on the first page of the handout. Ask students to describe what their house looks like in the photos. Then follow the directions for getting a sense of the size of a sod house by using the measuring tape and masking tape to mark out the size of the house as directed. Guide students to answer the questions:

1. Where would everyone sleep, sit, or eat?
2. What would you do during the long, cold winter months?

Next, guide students through what it would be like to live without electricity by turning off all the lights and lowering all but one of the blinds in the room if possible. Ask students how living with this kind of low light might change their way of life.

Conduct other activities from the handout according to your available time and preference.

Finally, guide students in the activity “Darkroom Detective.” Tell them that during this activity, they will play historic detectives by using evidence to learn about what it was like to live in a sod house. Read the introduction out loud to students, and have them describe what they see in the photographs. Have students answer the three questions about the photographs as sources before proceeding. As a class, look at the rest of the photos in the activity and answer the detective questions.
A Success Story

Primary Focus Objectives

✓ Identify Andrew Carnegie, and describe his childhood and early life in America. (RI.2.1, SL.2.3)

✓ Identify some of Andrew Carnegie’s accomplishments and the contributions he made to the United States. (RI.2.1, SL.2.3)

✓ Understand the meaning of the following domain-specific vocabulary: weaver, fell on hard times, messenger, steel, and organization. (L.2.4, L.2.5)

Materials Needed

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What Teachers Need to Know

Andrew Carnegie was born in 1835 in Scotland. Andrew’s family moved to present-day Pittsburgh, Pennsylvania, in 1848 after his father, a handloom weaver, faced unemployment following the introduction of the power loom to the weaving industry. Despite having to work in a cotton mill at the tender age of thirteen, Andrew continued to devote himself to his studies in the evenings after work. Within two years, he began to work as a messenger in a telegraph office of the Pennsylvania Railroad Company. He was made the personal assistant and private telegrapher to Thomas Scott, the superintendent of the railroad’s Pittsburgh branch, in 1853. Within six years, Andrew held the superintendent position of his former boss. He made numerous investments in various industrial enterprises during this time, including the Woodruff Sleeping Car Company. His investments proved extremely fruitful; Andrew earned upward of $50,000 a year by his early thirties, which would be more than $700,000 today.

In 1872, Andrew Carnegie turned his attention to steel and established the J. Edgar Thompson Steel Works, which would become Carnegie Steel Company in 1889. His mills were the first to use the Bessemer process, a method for mass-producing steel. Named after England’s Sir Henry Bessemer, the process removed impurities from molten iron by blasting compressed air through it. The Bessemer process reduced the cost, time, and labor needed to produce steel, therefore making steel production more cost-effective than the previously used cast iron.

Andrew also sought numerous other ways to improve the efficiency of his mills, including owning the raw materials and transportation integral to its production. By 1890, the United States began producing more steel than Great Britain, largely thanks to Andrew Carnegie. He sold his steel company in 1901 to J. P. Morgan and dedicated the rest of his life to philanthropy.
THE CORE LESSON

Introduce “A Success Story”

Referring to the images from Chapter 3, review with students the following key points made in the previous Read Aloud about “Living and Working in America”:

- Many immigrants settled in large cities because they were able to get jobs there.
- As more immigrants arrived, people from the same countries often lived together in ethnic neighborhoods.
- Immigrants worked in a variety of different jobs, including in factories and coal mines, as well as building roads, bridges, tunnels, and railroads.

Tell students that in this chapter, they will learn more about one particular immigrant family that was extremely poor when they first arrived in America. However, as they will hear in this Read Aloud, through hard work and determination, one of this family’s sons, Andrew Carnegie, grew up to be one of the most successful and wealthy men in America.

Big Question

How did Andrew Carnegie become successful, and why do we still remember him today?

Core Vocabulary

weaver  fell on hard times  messenger  steel  organization
A Success Story

Andrew Carnegie and his family came to America from Scotland in 1848. Andrew was thirteen years old at the time. In Scotland, his father had been a weaver, or someone who makes woollen cloth. When Andrew’s father lost his job, the family fell on hard times. The Carnegies decided to leave their home in Scotland and sail to the United States.

CORE VOCABULARY—Explain that a weaver is a person who makes woollen cloth, or fabric made out of wool.

CORE VOCABULARY—Explain that fell on hard times means that someone lost money and life became more difficult as a result.

SUPPORT—Help students find Scotland on the World Map (AP 1.2). Have students trace a path with their fingers across the Atlantic Ocean from Scotland to the United States.
Ask students the following question:

**LITERAL**—What happened when Andrew’s father lost his job?

» When Andrew’s father lost his job, the family fell on hard times. They left their home in Scotland and came to the United States.

Now ask students to look at the image on page 20 as you read aloud.

The Carnegies arrived in New York and traveled to Pittsburgh, Pennsylvania. They were so poor that Andrew had to get a job. When he was still only thirteen, Andrew began working in a cotton mill—a place where cloth is made. Although the boy in the photograph is not Andrew, this boy did the same kind of work as he did.

**SUPPORT**—Help students find New York and Pittsburgh on the Map of the United States (AP 1.3).

Ask students the following questions:

**LITERAL**—Why did Andrew have to get a job?

» Andrew had to get a job because the Carnegies were poor.
LITERAL—Where did Andrew begin working?
» Andrew began working in a cotton mill.

Ask students to look at the image on page 21 as you read aloud.

Andrew was a hard worker and a smart boy, and soon he got a better job as a messenger. Sometimes he delivered messages to a theater. He often stayed to watch the plays being performed. Andrew also began visiting a library and reading books there. Andrew began to educate himself.

CORE VOCABULARY—Explain that a messenger is a person who delivers information from one place to another.

Ask students the following questions:

LITERAL—What was Andrew’s next job?
» Andrew’s next job was as a messenger.

LITERAL—Where did Andrew visit, and what did he do there?
» Andrew visited theaters as a messenger, where he would watch plays. He also began visiting a library to read books and educate himself.
Then, when he was seventeen, Andrew got a job with the Pennsylvania Railroad. The man he worked for was named Tom Scott. When Tom got better jobs in the railroad, he took Andrew with him. From Tom Scott, Andrew learned a lot about running a business.

**Ask students the following questions:**

**LITERAL—What happened when Andrew turned seventeen?**

» When Andrew turned seventeen, he got a job with the Pennsylvania Railroad.

**LITERAL—What did Andrew learn from Tom Scott?**

» Andrew learned about running a business from Tom Scott, because Tom Scott took Andrew with him when he got bigger and better jobs in the railroad.
After a while, Andrew decided that he was ready to do something by himself. He started a business that made iron railroad bridges. His business did well, but Andrew wanted to do more. So, he borrowed money and opened a factory that made steel. By 1890, his business was making a lot of money! Andrew sold his business for millions of dollars.

**CORE VOCABULARY**—Explain that steel is a kind of metal. It is used to make cars, bridges, and buildings.

**Ask students the following questions:**

**LITERAL**—What business did Andrew decide to go into by himself?
» Andrew decided to go into business making iron railroad bridges.

**LITERAL**—What did Andrew do after his business did well?
» After his business did well, Andrew borrowed money and opened a factory that made steel. He later sold his new business for millions of dollars.
But Andrew Carnegie was not finished with his plans. He remembered how much he had learned in the library as a young man. Andrew gave money to build public libraries. He also built the famous Carnegie Hall in New York City for concerts. Andrew’s money also helped found a college and an organization dedicated to world peace.

**CORE VOCABULARY**—Explain that an *organization* is a group of people united for a common purpose.

**SUPPORT**—Ask students if they have ever visited a public library, what the purpose of a public library is, and what kinds of things people can do there. Lead a discussion about why public libraries are important, and guide students to understand that the libraries are public because of tax funding and gifts from wealthy donors such as Andrew Carnegie.

**Ask students the following questions:**

**EVALUATIVE**—Why did Andrew give money to build more public libraries?

» Andrew gave money to build more public libraries because he remembered how much he had learned in the library as a young man.

**LITERAL**—What else did Andrew do?

» Andrew also built Carnegie Hall in New York City for concerts and helped found a college and an organization for world peace.
People say that Andrew Carnegie is an example of what a hardworking person can do in America. He proved that America was a place where even the poorest immigrants could succeed.

Ask students the following question:

**LITERAL**—What is Andrew Carnegie an example of?

» Andrew Carnegie is an example of what a hardworking person can do in America and that even the poorest immigrants can succeed.

**CHECK FOR UNDERSTANDING: BIG QUESTION**

**TURN AND TALK**—How did Andrew Carnegie become successful, and why do we still remember him today?

» Andrew Carnegie became successful by beginning to work at a young age and continuing to get bigger and better jobs. He visited the library to educate himself. After working with Tom Scott, he learned about how to run a business. Andrew’s new businesses, making iron railroad bridges and steel, made him millions of dollars, and he used the money to build more public libraries, as well as Carnegie Hall, a college, and an organization for world peace.
Additional Activity

**Other Famous Immigrants**

**Materials Needed:** internet access, capability to display internet in classroom, construction paper or poster board, crayons or markers

**Background for Teachers:** Before class, preview the websites provided, and choose a few immigrants to profile for students, such as Irving Berlin, Albert Einstein, Sergey Brin, or Madeleine Albright. Use this link to download the CKHG Online Resources for this unit, where the specific links to the websites may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Tell students that Andrew Carnegie was not the only immigrant who came to the United States and found success. Ask students if they know of any other famous and successful immigrants.

Tell students about other immigrants who have made their marks on American society, using the information you collected from the websites provided in the CKHG Online Resources for Chapter 4.

Organize students into pairs or small groups. Assign each group one of the immigrants you profiled, and have them create a poster about their assigned person.

Create an “Immigrant Hall of Fame” on one wall of the classroom to display student posters.
Primary Focus Objectives

✓ Understand the rights and responsibilities of American citizens. (RI.2.1, SL.2.3)
✓ Understand how immigrants can become American citizens. (RI.2.1, SL.2.3)
✓ Understand the meaning of *e pluribus unum*, and identify where these words are often found. (RI.2.1, SL.2.3)
✓ Understand the meaning of the following domain-specific vocabulary: *citizen, citizenship ceremony, oath of allegiance, voting, election, public officials, and taxes.* (L.2.4, L.2.5)

Materials Needed

• internet access
• individual student copies of *Immigration and Citizenship* Student Book
• video of the U.S. citizenship ceremony

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found: www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

To be a citizen means to be a member of a state or country who owes loyalty to that country and has certain rights and responsibilities under that government. According to the Fourteenth Amendment to the U.S. Constitution, a person is a citizen of the United States because she or he was born in the United States or became a naturalized citizen. A person who is born outside the country may also be a U.S. citizen if at least one parent is a U.S. citizen and he or she has lived in the United States for a period of time.

In recent years, some 250,000 people annually have become naturalized citizens.

To be considered for citizenship, a person must

1. be eighteen years of age or older.
2. have lived in the United States continuously for at least five years from the time of admission for permanent residency.
3. be of good moral character.
4. demonstrate the ability to read, write, and speak the English language.
5. demonstrate a knowledge and an understanding of the fundamentals of U.S. history and the principles and form of government of the United States.
The last two items are demonstrated through an interview before an officer of the Immigration and Naturalization Service. Once the requirements have been met, the applicant is allowed to become a citizen. Naturalization ceremonies are held from time to time all around the country.

Children who immigrate to America with their parents may become American citizens before they are eighteen if one of their parents is naturalized.

The role of citizen comes with certain rights and responsibilities. In the United States, the Bill of Rights (the first ten amendments to the Constitution) guarantee the rights of citizens. Among them are freedom of religion, speech, press, assembly, and petition; protection against unlawful search and seizure; the right to due process in criminal proceedings; the right to a speedy and fair trial; and freedom from cruel and unusual punishment for crimes.

The Fifteenth Amendment passed after the Civil War guaranteed the right to vote to all male citizens regardless of “race, color, or previous condition of servitude.” This amendment made it possible for African American males to vote, although many places in Southern states continued to try to keep African Americans from voting until the 1960s. Women were not allowed to vote until the ratification of the Nineteenth Amendment in 1920.

The rights of citizens go hand in hand with responsibilities. Exercising one’s right to vote entails the responsibility to learn about the candidates and issues in order to cast one’s vote intelligently. Enjoying the benefits of living in the United States requires that people pay taxes to ensure the continuation of those benefits. Other responsibilities of citizenship include obeying the laws of the country and its individual states and serving on juries.

**THE CORE LESSON**

**Introduce “Becoming an American Citizen”**

Referring to the images from Chapter 4, review with students the following key points made in the previous Read Aloud about Andrew Carnegie:

- Andrew Carnegie immigrated to the United States from Scotland with his family when he was thirteen years old.
- The family was so poor that Andrew began working in a cotton mill when he was only thirteen years old.
- He educated himself by reading books at the public library.
- He also worked as a messenger and for the railroad.
- He was eventually able to start his own businesses and became very wealthy.
- He donated much of his money to build more public libraries, as well as Carnegie Hall, a place where music concerts could be held.

Tell students that in this chapter, they will learn more about the rights of every American citizen, as well as how someone becomes an American citizen.
Big Question

What are some of the things that people not born in the United States must do to become an American citizen?

Core Vocabulary

citizen  citizenship ceremony  oath of allegiance  voting  election  public officials  taxes

Chapter 5: “Becoming an American Citizen”

Tell students to turn to page 26 in the Student Book, and tell them that this chapter is titled “Becoming an American Citizen.” Ask them to look at the image on the page as you read aloud and to listen carefully to find out more about how someone becomes an American citizen.

Becoming an American Citizen

You do not have to be born in America to be a citizen. Many people who have come to live and work in the United States become American citizens. But there are certain things they have to do first. To begin with, a person must be at least eighteen years old.

He or she must have lived in the United States for at least five years. To become an American citizen, a person has to be able to read and write English and to know some facts about American government, history, and laws.

CORE VOCABULARY—Explain that a citizen is a person who belongs to a country and has protections under that country’s laws.
Ask students the following questions:

**LITERAL**—If you are not born in America, how old do you have to be to become an American citizen?

» You must be eighteen years old to become an American citizen.

**LITERAL**—What other requirements are there to become an American citizen?

» The other requirements to become an American citizen are having lived in the United States for at least five years, being able to read and write English, and knowing some facts about American government, history, and laws.

Now ask students to look at the image on page 27 as you read aloud.

To become a citizen, a person must take a test that checks their knowledge of English and of American history and government. People study hard for the test. If they pass and all of the other rules are met, they can become citizens.

Ask students the following question:

**LITERAL**—What subjects are on the citizenship test?

» English, American history, and government are on the citizenship test.
The final step is a citizenship ceremony. The ceremony sometimes takes place in a courtroom. There, a judge asks people to say the oath of allegiance. This means people promise to be loyal citizens and obey American laws.

Some of the words of the oath are: “I . . . declare . . . that I will support and defend the Constitution and laws of the United States of America . . . “ After the immigrants say the oath, the judge congratulates the new American citizens!

**CORE VOCABULARY**—Explain that a **citizenship ceremony** is a formal event that makes someone a citizen.

**CORE VOCABULARY**—Explain that an **oath of allegiance** is a promise of loyalty and obedience.

**Show students the video of the citizenship ceremony (04:45).** The link can be found in the CKHG Online Resources for this chapter.

**Ask students the following questions:**

**LITERAL**—What is the final step in becoming a citizen?

» The final step in becoming a citizen is a citizenship ceremony.

**LITERAL**—What happens during a citizenship ceremony?

» During a citizenship ceremony, a judge asks people to say the oath of allegiance.

**LITERAL**—What does the oath of allegiance contain?

» The oath of allegiance contains a promise to be a loyal citizen and obey American laws.
Now ask students to look at the image on page 29 as you read aloud.

Voting in an election is one of the rights and duties that citizens of the United States have. Citizens can help make the laws of the country by choosing public officials.

**CORE VOCABULARY**—Explain that **voting** is making a decision by marking choices on a piece of paper called a ballot, by raising your hand, or by saying your choices out loud. Today, people often also vote by using electronic voting machines.

**CORE VOCABULARY**—Explain that an **election** is the process of choosing someone to hold public office by voting.

**CORE VOCABULARY**—Explain that **public officials** are people who are elected and who carry out a government duty.

**Ask students the following questions:**

**LITERAL**—What is one of the rights and duties that citizens have?

» Voting is a right and duty that citizens have.

**LITERAL**—How can citizens help make the laws of the country?

» Citizens can help make the laws of the country by choosing public officials.
American citizens all have the same rights, whether they are rich or poor and whether they were born here or are immigrants who became citizens. There is only one exception. To become the president or vice president of the United States, a person must be a natural-born U.S. citizen.

American citizens have responsibilities too. That means there are things they have to do. For instance, they may have to serve in the armed forces if they are asked. They have to pay taxes. And they have to obey the laws of this country.

**CORE VOCABULARY**—Explain that *taxes* are money that people pay to the government. That money is used to pay for things such as schools, the police and firefighters, and road repairs.

**SUPPORT**—Make sure students understand that here, “natural-born” means born in the United States.

**Ask students the following questions:**

**LITERAL**—What is a requirement to become president or vice president of the United States?

» To become president or vice president of the United States, a person must be a natural-born U.S. citizen.

**LITERAL**—What responsibilities do American citizens have?

» American citizens might have to serve in the armed forces if they are asked, and they have to pay taxes and obey laws.
Now ask students to look at the image on page 31 as you read aloud.

Over time, millions of immigrants have come to the United States. Many of today’s immigrants come from Central and South America, Africa, and Asia. The reasons why people still come to the United States have hardly changed. They come to find freedom, opportunity, and a better life for themselves and their children.

Ask students the following questions:

LITERAL—Where do many of today’s immigrants come from?

» Many of today’s immigrants come from Central and South America, Africa, and Asia.

LITERAL—Why do people still come to the United States?

» People come to the United States to find freedom, opportunity, and a better life for themselves and their children.
Ask students to look at the image on page 32 as you read aloud.

Look at the coin on the page. There on the top are the Latin words *E pluribus unum*. The words mean “out of many, one.” *E pluribus unum* means that the United States has taken people from many different countries and made them part of one nation: one people working together for a bright future.

Ask students the following question:

**LITERAL**—What do the words *e pluribus unum* mean?

» The words *e pluribus unum* mean “out of many, one.” It means the United States is made up of many people from different countries to form one nation.

### Check for Understanding: Big Question

**TURN AND TALK**—What are some of the things that people not born in the United States must do to become an American citizen?

» People not born in the United States must be eighteen years old to become a citizen. They must take a citizenship test to assess their ability to read and write English, as well as know about American history and government. Then they must take an oath of allegiance.
Additional Activities

Meet Young Immigrants

**Materials Needed:** internet access, capability to display internet in the classroom

**Background for Teachers:** This activity includes information about real kids who have recently immigrated to the United States. It helps nonimmigrant students personalize the story of immigrants and relate to their similarities.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the Scholastic website may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Introduce students to the activity by telling them that they will be learning about young immigrants similar in age to them. Read each immigrant’s story aloud, and play the accompanying video. After reading and watching each immigrant’s story, guide students in a discussion comparing and contrasting the immigrants’ experiences, as well as making connections to students’ own experiences as a citizen or immigrant.

*The Day You Begin* (RL.2.3, SL.2.2)

**Materials Needed:** internet access, capability to display internet in the classroom

**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific link to the Read Aloud may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Remind students that immigrants are new to the country. Ask them how it feels to be new to a place or group of people. Help students understand that being new can be frightening.

Tell students that they are going to hear a book about being new and feeling different. Play the video *The Day You Begin* (06:55), a Read Aloud of the book by Jacqueline Woodson.

After the Read Aloud, invite students to share their thoughts and feelings about the book and their experiences of being brave in new situations.
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Answer Key: Immigration and Citizenship—Unit Assessment and Activity Pages 103

Looking for more teaching ideas using CKHG or to connect with other teachers? Check out the Core Knowledge Community at https://www.coreknowledge.org/community/. You will find a Teacher Workroom with ideas for different activities, chat rooms where you can communicate with other Core Knowledge teachers, and a map of the United States so that you can see who else may be using Core Knowledge near you!
Culminating Activity: Immigration and Citizenship

**Review: Immigration and Citizenship**

**Materials Needed:** sufficient copies of Why Did Immigrants Come to America? (AP CA.1) and Immigration and Citizenship Review (AP CA.2)

Distribute Why Did Immigrants Come to America? (AP CA.1), and review what each image shows (a meal, a farm, jobs, and voting). Read aloud the words in the word bank. Guide students to match each word in the word bank with the image that represents it. Allow students enough time to write each word below its image.

Distribute Immigration and Citizenship Review (AP CA.2). Tell students that the words in the word bank will be used to fill in the sentences below. Read aloud the words in the word bank. Then read aloud the sentences one by one, pausing after each sentence and asking students to identify the term from the word bank that completes the sentence. Allow students enough time to write the term in the sentence’s blank.

**World Map: Where Do We Come From?**

**Materials Needed:** students’ My Family’s Story mini-books from Chapter 2, a large world map, sticky notes or pins

Display a large world map in the classroom. Ask students to share, from their mini-books, the countries their families came from, and allow each student a turn to take a sticky note or pin and mark where their family is from on the map.

**My Book About Immigration and Citizenship**

**Materials Needed:** sufficient copies of My Book About Immigration and Citizenship (see pages 68–84), crayons for each student, stapler

**Note to Teacher:** To save instructional time, you may want to preassemble and staple a book for each student prior to class.

Distribute a copy of My Book About Immigration and Citizenship and crayons to each student. Explain that this is a mini-book version of the Student Book that they have been using in class.

Tell students that they will have a chance to personalize the cover of the book by writing their name and drawing a picture on the cover. Ask students to think about the different things that they have learned about immigration that they might draw on the cover. Prompt students (if needed) to consider drawing any of the following images:

- the Statue of Liberty
- Ellis Island
- an American flag
- Andrew Carnegie
- someone taking the oath of citizenship
Allow students approximately ten to fifteen minutes to draw their cover.

Then divide students into five groups. Assign one chapter to each group of students, telling students that with the members of their group, they should look at just their chapter images and quietly talk about what is depicted, as well as talk about any information they heard read aloud.

Tell students that they will have about five minutes to talk to one another in a small group and then you will call the entire class back together, asking one member from each group to explain their chapter to the rest of the class. All students should follow along in their own book as the images and pages for each chapter are discussed.

Prompt and elaborate on what students say about each chapter to make sure the following points are made:

Chapter 1
- Millions of immigrants came to the United States in the 1800s and early 1900s in search of a better life.
- Many came to escape famine or find religious freedom.
- Others came to farm their own land.

Chapter 2
- The Statue of Liberty is a symbol of freedom and opportunity in America.
- Ellis Island was the first place that immigrants arrived at in New York.
- At Ellis Island, health inspectors checked to make sure immigrants were healthy.

Chapter 3
- Many immigrants who came to the United States stayed in big cities.
- In cities, immigrant neighborhoods emerged where people who mostly came from the same country lived.
- The United States needed immigrants to work in factories and coal mines and to help build roads, bridges, tunnels, and railroads.
- Some immigrants left cities to head west to farm on the Great Plains.

Chapter 4
- Andrew Carnegie came to the United States from Scotland as a young boy.
- He got his first job at age thirteen in a factory.
- He later became a messenger and began educating himself at the library.
- At age seventeen, Carnegie got a job with the railroad and learned how to run a business.
- He created his own businesses and made millions of dollars.
- Carnegie used his money to build more public libraries, a music hall, a college, and an organization for world peace.
Chapter 5

- To become an American citizen, an immigrant must be at least eighteen years old and have lived in the United States for five years.
- To become an American citizen, an immigrant must be able to read and write English and to know some facts about American government, history, and laws.
- The final step is a citizenship ceremony where new citizens pledge an oath of allegiance.
- Citizens have the right to vote.
- Citizens must pay taxes, obey laws, and serve in the armed forces if asked.

Tell students that they may take their book home. Encourage students to talk about the book at home with their family in the same way that they have in class.
My Book About Immigration and Citizenship by
In the 1800s and early 1900s, millions of immigrants came to the United States. They came from countries in Europe, from China, and from other parts of the world. Many came to the United States because they wanted a better life, freedom, and jobs and opportunity. Some came because they were hungry and poor. And for many, the United States was simply a safer place to be.

For those who wanted to farm, there was more land in the United States. In Europe, most farmers did not own the land they farmed. Farmers had to give part of the crops they grew to the landowner. By the time they paid the landowner, there was hardly enough food left to feed themselves.
In Europe during the 1800s, bad weather and diseases damaged harvests and some crops failed. As a result, many people had to struggle to get enough to eat.

In Ireland, the main crop grown by farmers was potatoes. Beginning in 1845, a disease began killing the potatoes. During the first years, people were hungry. But as the potato crop continued to fail, people in Ireland began to starve. More than a million people died. More than a million others fled to America.
In some European countries, there was little or no religious freedom. For example, millions of Jewish people, who lived in Russia, were mistreated because of their religion. They were attacked, and their homes were burned. Those who could left Russia and many moved to America.
Lady Liberty, as the statue is also called, holds a torch in her right hand that stands for freedom and liberty. She holds a stone tablet in her left hand. On that tablet is a very important date in American history: July 4, 1776.

Do you remember what happened on that date? It is the date that the Declaration of Independence was signed.

In 1903, a poem by the American poet Emma Lazarus was added to the base of the Statue of Liberty. The poem imagines America speaking to people all over the world and saying, “Give me your tired, your poor, Your huddled masses yearning to breathe free.” What do you think those words mean?
Beginning in 1892, Ellis Island was the first place that immigrants went to when they arrived in New York. When immigrants arrived on Ellis Island, doctors and health inspectors checked to see that they were healthy. If an immigrant had a serious disease, that person was sent back home. If they were healthy, they were allowed to enter the United States. About twelve million men, women, and children passed through Ellis Island between 1892 and 1924.
Immigrants lived in cities because they could get jobs there. Living in a city was hard. Many poor immigrants lived in crowded neighborhoods. Large families lived in small apartments with only one or two rooms and no hot water. Many immigrant apartments were in overcrowded buildings called tenements.

As more and more immigrants poured into American cities, neighborhoods sprang up full of people that mostly came from the same country. For example, in many American cities there was a neighborhood called Little Italy and one called Chinatown.

The immigrants who lived in these neighborhoods could buy the kinds of food they were used to eating. They could celebrate holidays as they did back home. Many of these neighborhoods still exist today.
The United States needed all of these immigrants. During a time known as the Industrial Revolution, more and more people were needed to work in factories, making all kinds of things that could be sold in stores. Even children worked in the factories!

Immigrants were especially needed to work in coal mines, digging for coal that would be used as fuel to power the factories. Once again, children worked alongside adults in the mines.

And immigrants were needed to build roads, bridges, tunnels, and railroads. Some started their own businesses. Immigrants helped to make the United States rich and powerful.

Immigrants helped build the first railroad that went all the way to the Pacific Ocean. The Union Pacific Railroad began near Omaha, Nebraska, and put down railroad tracks going west. The Central Pacific Railroad began in Sacramento, California, and put down tracks going east. The Union Pacific hired Irish and German immigrants. The Central Pacific in California hired Chinese immigrants. The railroads met in Promontory Point, Utah, in May 1869.
Thousands of immigrants who didn’t work in factories or stay in the cities headed west to farm. The U.S. government promised free land to anyone who went west and farmed for five years. Free land sounded good to many European immigrants.

When they got to the Great Plains, they saw an endless sea of grass. Of course, the land that was being given to the new settlers was land that Native Americans had lived on for hundreds of years!

The farmers grew wheat. Wheat is important because it is used to make flour. Flour is used to make bread, cake, cookies, cereal, spaghetti, and many other things. The farmers worked very hard in blazing hot summers and freezing winters. The land was difficult to farm. The farmers battled with insects that tried to eat their crops.
Farmers built homes. Some were made from sod, or earth and grass. The farmers bought machines that made farming easier. A new kind of steel plow that cut through the soil was invented, making it easier to plant crops. These farmers turned the Great Plains into a very rich farming area.

A Success Story

Andrew Carnegie and his family came to America from Scotland in 1848. Andrew was thirteen years old at the time. In Scotland, his father had been a weaver, or someone who makes woolen cloth. When Andrew's father lost his job, the family fell on hard times. The Carnegies decided to leave their home in Scotland and sail to the United States.
The Carnegies arrived in New York and traveled to Pittsburgh, Pennsylvania. They were so poor that Andrew had to get a job. When he was still only thirteen, Andrew began working in a cotton mill—a place where cloth is made. Although the boy in the photograph is not Andrew, this boy did the same kind of work as he did.

Andrew was a hard worker and a smart boy, and soon he got a better job as a messenger. Sometimes he delivered messages to a theater. He often stayed to watch the plays being performed. Andrew also began visiting a library and reading books there. Andrew began to educate himself.
Then, when he was seventeen, Andrew got a job with the Pennsylvania Railroad. The man he worked for was named Tom Scott. When Tom got better jobs in the railroad, he took Andrew with him. From Tom Scott, Andrew learned a lot about running a business.

After a while, Andrew decided that he was ready to do something by himself. He started a business that made iron railroad bridges. His business did well, but Andrew wanted to do more. So, he borrowed money and opened a factory that made steel. By 1890, his business was making a lot of money! Andrew sold his business for millions of dollars.
But Andrew Carnegie was not finished with his plans. He remembered how much he had learned in the library as a young man. Andrew gave money to build public libraries. He also built the famous Carnegie Hall in New York City for concerts. Andrew’s money also helped found a college and an organization dedicated to world peace.

People say that Andrew Carnegie is an example of what a hardworking person can do in America. He proved that America was a place where even the poorest immigrants could succeed.
Becoming an American Citizen

You do not have to be born in America to be a citizen. Many people who have come to live and work in the United States become American citizens. But there are certain things they have to do first. To begin with, a person must be at least eighteen years old.

He or she must have lived in the United States for at least five years. To become an American citizen, a person has to be able to read and write English and to know some facts about American government, history, and laws.

To become a citizen, a person must take a test that checks their knowledge of English and of American history and government. People study hard for the test. If they pass and all of the other rules are met, they can become citizens.
The final step is a citizenship ceremony. The ceremony sometimes takes place in a courtroom. There, a judge asks people to say the oath of allegiance. This means people promise to be loyal citizens and obey American laws.

Some of the words of the oath are: “I ... declare ... that I will support and defend the Constitution and laws of the United States of America ...” After the immigrants say the oath, the judge congratulates the new American citizens!

Voting in an election is one of the rights and duties that citizens of the United States have. Citizens can help make the laws of the country by choosing public officials.
American citizens all have the same rights, whether they are rich or poor and whether they were born here or are immigrants who became citizens. There is only one exception. To become the president or vice president of the United States, a person must be a natural-born U.S. citizen.

American citizens have responsibilities too. That means there are things they have to do. For instance, they may have to serve in the armed forces if they are asked. They have to pay taxes. And they have to obey the laws of this country.

Over time, millions of immigrants have come to the United States. Many of today’s immigrants come from Central and South America, Africa, and Asia. The reasons why people still come to the United States have hardly changed. They come to find freedom, opportunity, and a better life for themselves and their children.
Look at the coin on the page. There on the top are the Latin words *E pluribus unum*. The words mean “out of many, one.” *E pluribus unum* means that the United States has taken people from many different countries and made them part of one nation: one people working together for a bright future.
Unit Assessment Questions: Immigration and Citizenship

Make sufficient copies of the Student Answer Sheet for each student; see pages 87–90 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Many Irish immigrants came to the United States in the 1800s to escape ___________.
   a) hard times because of lost jobs as weavers
   b) unfair treatment because of their religious beliefs
   c) hunger and starvation because of dying potato crops

2. What stands in New York Harbor and welcomes people to the United States?
   a) the Statue of Liberty
   b) a giant American flag
   c) Carnegie Hall

3. To get into the United States, many immigrants had to pass inspections at ___________.
   a) Carnegie Hall
   b) Little Italy
   c) Ellis Island

4. Many immigrants lived in crowded buildings called ___________.
   a) tenements
   b) factories
   c) sod houses

5. Andrew Carnegie is remembered because he ___________.
   a) gave farms to immigrants
   b) paid to build public libraries
   c) wrote a poem about the Statue of Liberty

6. When immigrants came to the United States, many stayed in the eastern part of the United States and lived in ___________.
   a) the Great Plains
   b) big cities
   c) Ellis Island

7. What did immigrants help to build?
   a) the Statue of Liberty
   b) the first railroad to the Pacific Ocean
   c) Ellis Island
8. Thousands of immigrants moved west to ____________.
   a) live in crowded apartment buildings
   b) work in coal mines
   c) farm on the Great Plains

9. What is one right and duty of American citizens?
   a) voting
   b) passing a test
   c) taking an oath of allegiance

10. What does *e pluribus unum* mean?
    a) “Out of many, one.”
    b) “Give me your tired, your poor, Your huddled masses yearning to breathe free.”
    c) “I . . . declare . . . that I will support and defend the Constitution and laws of the United States of America.”
Unit Assessment Student Answer Sheet: Immigration and Citizenship

1. a. 
2. a. 
3. a.
4. a. b. c. 

5. a. b. c. 

6. a. b. c. 

Unit Assessment Student Answer Sheet: Immigration and Citizenship
7. a. [Image of Statue of Liberty]  b. [Image of immigrants on a ship]  c. [Image of Ellis Island]

8. a. [Image of factory workers]  b. [Image of immigrants in a camp]  c. [Image of a rural scene]

9. a. [Image of voting]  b. [Image of women gathering]  c. [Image of a crowded room]
10. a. [Image of coins] b. [Image of Statue of Liberty] c. [Image of people]
Performance Task: Immigration and Citizenship

Materials Needed: four blank 5” × 8” index cards per student, pencils, assorted thin-tipped colored markers, individual student copies of Immigration and Citizenship Student Book

Teacher Directions: In this unit, students learned about immigration and citizenship—why immigrants came to America, what the process of going through Ellis Island was like, where immigrants moved once they arrived, the kinds of jobs they took, and their paths to citizenship. They also learned about famous immigrants such as Andrew Carnegie and his contribution to society.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling back in time to visit America in the late 1800s and early 1900s. They will share the sights, sounds, and smells of this historical time and place with their friends and family back home by creating four different postcards on 5” × 8” index cards. Remind students that postcards are like condensed versions of large travel posters. They should show the most important or most interesting details about immigration to America and American citizenship. Students should identify on their postcards the most important or interesting aspects of immigration and citizenship that they have learned about that make it an exciting time to visit and think about.

Have students draw images of immigration and citizenship on one side of each card and dictate a brief message about immigration and citizenship for the other side.

Note to Teacher: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about his or her drawing by saying, “Tell me about what you drew and what it tells about immigration and citizenship.” It is not necessary for the teacher to write verbatim what the student says but rather to capture bullet points that can later be used with the Performance Assessment Rubric that follows.
## Performance Task Scoring Rubric

**Note to Teacher:** Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

| Above Average | Response is accurate and detailed. Student demonstrates strong understanding of immigration and citizenship, identifying four of the following details in drawing and/or dictation:  
|               | • People came to America for many different reasons, including freedom, safety, and opportunity.  
|               | • The Statue of Liberty greeted immigrants to America.  
|               | • Immigrants from Europe had to pass inspections on Ellis Island to get into the United States.  
|               | • Many immigrants stayed in big cities. Others moved west to farm on the Great Plains.  
|               | • Immigrants worked in factories and in coal mines and on railroads, bridges, and tunnels.  
|               | • Andrew Carnegie is an example of a poor immigrant who became rich in America.  
|               | • Andrew Carnegie used his wealth to build libraries and Carnegie Hall.  
|               | • To become an American citizen, a person must be born in the United States or, if an immigrant, he or she must live in the United States for five years, pass a test, and take an oath.  
|               | • Citizens have the right to vote, the right to speak freely, and the right to practice their own religion.  
|               | • *E pluribus unum* means “out of many, one.” |
| Average       | Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of immigration and citizenship, noting three of the details listed above. |
| Adequate      | Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of immigration and citizenship, noting two of the details listed above. |
| Inadequate    | Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above. |
Directions for Making My Passport

If this is the first Grade 2 CKHG unit you have completed with your students, please download and print the Grade 2 My Passport. Use this link to download the CKHG Online Resources for this unit, where the specific link to the passport PDF may be found:

www.coreknowledge.org/ckhg-online-resources

To save instructional time, prepare a passport for each student in advance. Download and print the passport PDF pages. Photocopy the pages back to back, according to the specifications on your printer. Staple pages together.
Introducing My Passport to Students

**Materials Needed:** sufficient folded copies of Grade 2 My Passport, pencils, glue sticks, thin-tipped markers*, an actual passport if available

Use this link to download the CKHG Online Resources for this unit, where the specific link to the My Passport may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

*If you prefer, you may take a photograph of each student and print a small copy to distribute to each student instead of having them use the markers to draw a picture of themselves.

Tell students that when people travel, especially to countries outside of the United States, they bring a little booklet with them that is called a passport.

Show students an actual passport, if available, as you continue to explain that a passport has many pages inside. On the first page, there is usually a photograph of the person to whom the passport belongs, as well as personal identification information, such as when the person was born and where the person lives. Explain that as people visit each new place/country, they show the page with their identification information to an official and then receive a stamp in their passport to show that they have visited that place.

Explain to students that today they are going to make a pretend passport that they will use as they “travel” to different places and times in history this year using CKHG.

Distribute materials to each student. Examine and discuss the cover of the passport.

Have students turn to the first page inside, and tell them that this page has space for their own personal identification information. Explain each portion of this page, guiding students in personalizing their passport by either drawing a picture of themselves or gluing a photograph in the designated space. Guide students in completing the remaining information, such as their name, date of birth, and remaining information.

**SUPPORT**—Provide prompts for students as needed by writing examples of their correct date of birth and how to spell the name of their town, state, country, and continent.

Next, have students examine the remaining passport pages as you read the titles at the top of each page. Explain that each page lists the name of one of the places they will “visit” as they use the Grade 2 CKHG materials this year. Tell students that once they finish each unit, they will have a chance to glue small pictures in their passport as a reminder or souvenir of the places they have visited.

Collect all passports, and keep them in a safe place until you are ready to have students complete the passport page for *Immigration and Citizenship*.
My Passport Activity for Immigration and Citizenship

Materials Needed: personalized copies of Grade 2 My Passport for each student, sufficient copies of the Immigration and Citizenship Passport Images, pencils, and glue sticks for each student.

Note to Teacher: Please download and print the Immigration and Citizenship Passport Images. Use this link to download and print the CKHG Online Resources for this unit, where the specific link to the Immigration and Citizenship Passport Images may be found:

www.coreknowledge.org/ckhg-online-resources

You will need to print sufficient copies of each page and then cut the images apart on the dotted lines prior to class.

Tell students that today they will each complete the page in their passport that is about immigration and citizenship. Ask students to turn to page 11 of their passport.

Show students the individual Immigration and Citizenship Passport Images, and ask students to name or describe each image. Explain that you will give each student a copy of every image. Direct students to use their glue sticks to carefully glue each image onto the Immigration and Citizenship page of the passport in whatever order they would like.

As students finish, encourage them to share their passport with a partner, showing and describing the images on the Immigration and Citizenship page and what they represent. Suggest students talk to one another about what they saw and what they liked best about their travels to learn about immigration and citizenship.

If time permits, encourage partners to look back at the images on the passport pages for previous units to discuss similarities and differences between those places and events and immigration and citizenship in America.
During the next few weeks, as a part of our study of Core Knowledge History and Geography, your child will be learning about immigration and American citizenship. Students will learn that immigrants came—and still come—to the United States for a variety of reasons, including freedom, safety, and opportunity.

Students will learn that the Statue of Liberty and Ellis Island were two important landmarks for immigrants in the 1800s and early 1900s. The statue greeted new arrivals in New York Harbor, and all immigrants who arrived in New York were once processed through Ellis Island before entering the United States. Today, both the statue and Ellis Island are important symbols and tourist attractions.

Once in the United States, many immigrants settled in big cities in the East, often living in crowded tenements in neighborhoods with others from their home countries. Other immigrants sought their fortunes in the West, becoming farmers in the harsh landscape of the Great Plains. Immigrants often took hard jobs working in factories and in coal mines and on railroads, bridges, and tunnels.

Students will learn that American citizenship is available to those immigrants who meet certain requirements. These requirements include living in the United States for at least five years, passing a test, and taking an oath of allegiance. Students will learn that all citizens have certain rights and responsibilities, including the right to vote and the responsibility to pay taxes.

Finally, students will learn that immigrants have helped shape America’s identity as a nation in which people from different backgrounds work together to make life better for everyone. This ideal is embodied in the motto *e pluribus unum*—“out of many, one.”

Immigration can be a contentious issue to discuss. Immigration to the United States is presented here as historical information in an age-appropriate way. However, students may still have questions about how the unit content applies to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.
My Family’s Story

Use this list of questions to answer with your family about where your family comes from and how they came to the United States. In addition to answering the questions, make copies of photos or letters about your family’s story to bring in.

1. What country or countries did our ancestors come from?

2. What stories have you heard about our ancestors and/or their homelands?

3. What aspects of our ancestors’ homeland and culture do we still celebrate?
Why Did Immigrants Come to America?

| land | food | freedom | opportunity |

1. 

2. 
Why Did Immigrants Come to America?

3. 

4. 
1. People who want to become citizens make a promise called an _________________.

2. People who come to the United States from other countries are called _________________.

3. American citizens _________________ in elections.

4. Immigrants from Europe were examined by health inspectors at _________________.

5. The _________________ was the first thing seen by immigrants sailing into New York Harbor.

6. Only someone born in America can be elected to be _________________ of the United States.
Answer Key: Immigration and Citizenship

Unit Assessment
(pages 85–86)

1. c 2. a 3. c 4. a 5. b 6. b 7. b 8. c 9. a 10. a

Activity Pages

Why Did Immigrants Come to America? (AP CA.1)
(pages 100–101)

1. food
2. land
3. opportunity
4. freedom

Immigration and Citizenship Review (AP CA.2)
(page 102)

1. oath
2. immigrants
3. vote
4. Ellis Island
5. Statue of Liberty
6. president
CKHG™
Core Knowledge History and Geography™

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In general, the content and presentation are appropriate for students in the early elementary grades. For teachers and schools following the Core Knowledge Sequence, this book is intended for Grade 2 and is part of a series of Core Knowledge HISTORY AND GEOGRAPHY units of study.

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