

Expert Pack: Challenges of Being an Immigrant

Submitted by: Granite Falls School District, Granite Falls, WA
Grade: 3 Date: September 2015

Topic/Subject Challenges of being an immigrant
<p style="text-align: center;">Texts/Resources</p> <p>Book(s)</p> <ol style="list-style-type: none">1. How Many Days to America?, A Thanksgiving Story2. My Name is Maria Isabel <p>Article(s)</p> <ol style="list-style-type: none">3. Immigration4. Jessica is an Immigrant5. Relive a Boy’s Journey to America <p>Infographic(s)</p> <ol style="list-style-type: none">6. Total Immigrants by Decade <p>Other Media</p> <ol style="list-style-type: none">7. “Coming to America: New York’s Immigrants”8. “Forgotten Ellis Island Trailer 1”9. From Ellis Island to Orchard Street with Victoria Confino10. Oral Histories for Your Classroom11. Schoolhouse Rock “The Great American melting Pot” <p>Each expert pack contains a variety of selections grouped to create as coherent and gradual a learning process for students as possible, generally beginning with lower levels as measured by quantitative and qualitative measures, and moving to more complex levels in the latter selections. This graded approach helps support students’ ability to read the next selection and to become ‘experts’ on the topic they are reading about. Refer to annotated bibliography on the following pages for the suggested sequence of readings.</p>

Rationale and suggested sequence for reading:

To begin, students read the article “Jessica is an Immigrant,” a personal narrative that is accessible for students, contemporary and relatable. The article is followed by the book How Many Days to America? a Thanksgiving Story that takes students back in time and introduces challenges of immigrants long ago. This is a great story for encouraging curiosity and generating wonderings for comparison to contemporary experiences that are included in other narratives. The next article, “Relive a Boy’s Journey to America,” explores immigration in greater depth with a personal narrative, followed by a short Youtube video, “Forgotten Ellis Island, The Trailer 1”, describing the experiences of immigrants who were ill when they arrived and had to stay at the hospital. The next resource from Scholastic online provides immigration data along with questions for students. The video “The Great American Melting Pot,” (Schoolhouse Rock) engages students’ interest through cartoon and song, and introduces them to the idea of the U.S. as a population of people from all over the world as well as the concept of a “melting pot.” The following resource is an article from Readworks that provides information about the history of immigration into the U.S. and introduces Ellis Island as a main entry point. This is followed by a short video, “Coming to America: New York’s Immigrants” that reinforces the vocabulary and ideas from the previous article. Students then listen to personal accounts and anecdotes of immigrants adjusting to life in America. Next, students visit Tenement.org to experience life as an immigrant by selecting from provided options to create their own immigrant story. Finally, students read the short chapter book My Name is Maria Isabel about an immigrant girl who had to change her name and her experiences in an American classroom.

The Common Core Shifts for ELA/Literacy:

1. Regular practice with complex text and its academic language
2. Reading, writing and speaking grounded in evidence from text, both literary and informational
3. Building knowledge through content-rich nonfiction

Though use of these expert packs will enhance student proficiency with most or all of the Common Core Standards, they focus primarily on Shift 3, and the highlighted portions of the standards below.

College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts (the darkened sections of the standards are the focus of the Expert Pack learning for students):

1. **Read closely to determine what the text says explicitly and to make logical inferences from it;** cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. **Determine central ideas or themes of a text** and analyze their development; summarize the key supporting details and ideas.
10. **Read and comprehend complex literary and informational texts independently and proficiently**

Annotated Bibliography
And suggested sequence for reading

N/A Jessica is an Immigrant

Author: Jane Bianchi

Genre: Personal narrative

Length: 956 words

Synopsis: Jessica is a teenage immigrant from Mexico and she shares the struggles she has faced in America.

Citation: Jessica is an Immigrant. (n.d.). Retrieved June 25, 2015, from www.huffingtonpost.com/2013/11/20/jessica-is-an-immigrant_n_4304636.html>

Cost/Access: \$0.00 www.huffingtonpost.com/2013/11/20/jessica-is-an-immigrant_n_4304636.html>

Recommended Student Activities: A Picture of Knowledge

460L How Many Days to America, A Thanksgiving Story

Author: Eve Bunting

Genre: General Fiction

Length: 32 pages

Synopsis: Refugees from a Caribbean Island embark on a dangerous boat trip to America where they have a special reason to celebrate Thanksgiving.

Citation: Bunting, Eve (1988). How Many Days to America? A Thanksgiving Story. New York, NY: Houghton Mifflin Co.

Cost/Access: \$6.95

Recommended Student Activities: Wonderings

N/A Relive a Boy's Journey to America

Author: Seymour Rechtzeit

Genre: Personal narrative

Length: 1,041 words

Synopsis: A Jewish immigrant from Poland tells of his trials and tribulations of coming to America and his rise to stardom as a vaudeville singer.

Citation: Relive a Boy's Journey to America. (n.d.). Retrieved June 25, 2015, from www.scholastic.com/teachers/article/relive-boys-journey

Cost/Access: \$0.00 www.scholastic.com/teachers/article/relive-boys-journey

Recommended Student Activities: Quiz Maker

N/A Forgotten Ellis Island Trailer 1

Author: Lorie Conway

Genre: U.S. History video clip

Length: 2:01

Synopsis: Supports Relive a Boy's Journey to America by giving more detail about what it was like to go to the hospital upon arrival.

Citation: Forgotten Ellis Island Trailer 1 (video file), June 25, 2009. Retrieved from <https://www.youtube.com/watch?v=r-ZW2UwWg8s>

Cost/Access: \$0.00 <https://www.youtube.com/watch?v=r-ZW2UwWg8s>

Recommended Student Activities: Wonderings

N/A Charts and Data

Author: N/A

Genre: website (interactive multimedia)

Length: N/A

Synopsis: This interactive website provides a chart that shows the number of immigrants per decade. Also provides printable questions that can be used with students.

Citation: Explore Immigration Data (n.d.). Retrieved July 6, 2015, from Scholastic http://teacher.scholastic.com/activities/immigration/immigration_data/

Cost/Access: \$0.00 http://teacher.scholastic.com/activities/immigration/immigration_data/

Recommended Student Activities: Questions included on website for student use

N/A Schoolhouse Rock "The Great American Melting Pot"

Author: Lynn Ahrens

Genre: Information video song

Length: 3 minutes

Synopsis: This video introduces the concept of people from other countries coming to America to live and what they bring with them. It also provides a visual representation of the different ethnicities that have come to this country.

Citation: The Great American Melting Pot {Video file}, (n.d.). Retrieved from YouTube.com

Cost/Access: \$0.00

Recommended Student Activities: Wonderings

790L Immigration

Author: unknown

Genre: U.S. history; informational article

Length: 662 words

Synopsis: This text provides an overview of the four main waves of immigration in US history.

Citation: Immigration (2012). Retrieved June 25, 2015, from <http://www.readworks.org/passages/immigration>

Cost/Access: \$0.00 <http://www.readworks.org/passages/immigration>

Recommended Student Activities: Questions included with text to check for understanding

N/A Coming to America: New York's Immigrants

Author: Jesse Smith

Genre: U.S. History video clip

Length: 5:49

Synopsis: This video clip compliments the article Immigration by giving the students more explanation in an auditory-visual medium.

Citation: Coming to America: New York's Immigrants. September 10, 2013. Retrieved from: <https://www.youtube.com/watch?v=LfvRxpPIYCO>

Cost/Access: \$0.00 <https://www.youtube.com/watch?v=LfvRxpPIYCO>

Recommended Student Activities: A Picture of Knowledge

N/A Oral Histories

Author: Ellis Island Oral History Collection

Genre: website (web based listening activity)

Length: N/A

Synopsis: This website allows student to select and listen to authentic immigration experiences.

Citation: Oral Histories (n.d.). Retrieved July 6, 2015, from National Parks

<http://www.nps.gov/elis/foreachers/classrooms/oral-histories.htm>

Cost/Access: \$0.00 <http://www.nps.gov/elis/foreachers/classrooms/oral-histories.htm>

Recommended Student Activities: A Picture of Knowledge (change word “read” to word “hear” in the directions)

N/A From Ellis Island To Orchard Street With Victoria Confino

Author: N/A

Genre: website (interactive)

Length: N/A

Synopsis: A fantastic interactive look at what being an immigrant was like long ago. The website allows students to choose their gender, name, important items to pack, and tells about the voyage to America. Upon arrival, students learn about Ellis Island as well as living in a tenement building.

Citation: From Ellis Island to Orchard Street with Victoria Confino (n.d.). Retrieved July 6, 2015, from

<http://tenement.org/immigrate>

Cost/Access: \$0.00 <http://tenement.org/immigrate>

Recommended Student Activities: This interactive museum allows students to create their own immigration story.

860L My Name is Maria Isabel

Author: Alma Flor Ada

Genre: Literary Fiction; Realistic Fiction

Length: 64 pages

Synopsis: Third grader Maria Isabel, born in Puerto Rico and now living in the U.S., wants badly to fit in at school; and the teacher’s writing assignment “My Greatest Wish” gives her that opportunity.

Citation: Ada, A. (1993). My Name is Maria Isabel. New York, NY: Simon and Schuster Children’s Publishing Division.

Cost/Access: \$4.99 for paperback

Recommended Student Activities: Quiz Maker

Supports for Struggling Students

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

- Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
- Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words. <http://www.wordsmyth.net/?mode=widget>
- Provide brief **student friendly explanations** of necessary background knowledge
- Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
- Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
- Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
- **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
- Pre-reading activities that focus on the **structure and graphic elements** of the text
- Provide **volunteer helpers** from the school community during independent reading time.

Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

- Providing brief, engaging texts that provide a high volume of reading on a topic.
- Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
- Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
- Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
- Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

ELL Text Set Protocol Grades 3-12

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills. The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent or reciprocal reading and study.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access the text and move toward independent, knowledge-building reading.

Step one: Build knowledge and vocabulary.

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves; time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day's lesson is appropriate).

Options for this step include:

- Engage students in reading and discussing auxiliary texts (of lesser complexity) and resources (illustrations, photographs, video clips) on the topic of the text set.
- Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](#).)
- Provide the student-friendly glossary included in the text set prior to reading each text.
- When possible, allow students to read texts in their home language about the topic under study.

Step two: Read text orally.

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

Options for this step include:

- Have a fluent reader model the first read of a text or resource.
- Have students engage in a buddy/partner read.
- Use recordings of the text to provide additional opportunities to hear expert reading.

Step three: Engage in group discussion about the content.

Allow students time in partnerships or small groups to discuss the content of the resource.

Options for this step include:

- Allow for discussion/conversation (in the students' home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
- Have students refer to the student-friendly glossary included with each text set to identify meanings for new vocabulary necessary for comprehension.

Step four: Write about what was read.

Options for this step include:

- Use the "Rolling Knowledge Journal" and/or "Rolling Vocabulary Journal" as a shared writing routine/graphic organizer to help to scaffold the writing process and capture student knowledge over time.

- Provide students with several supports to help students engage in writing/drawing about what they read:
 - Use mentor texts about which students can pattern their writing.
 - Allow them to write collaboratively.
 - Show students visual resources as prompts, etc.
 - Provide language supports such as strategically chosen sentence starters.

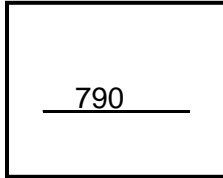
Repeat steps one through four with each resource in the text set as appropriate.

Text Complexity Guide

“Immigration”

1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of the text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. You can also copy and paste a selection of text using the Lexile analyzer.



2-3 band	420 -820L
4-5 band	740 -1010L
6-8 band	925 - 1185L
9 -10 band	1050 – 1335L
11 – CCR	1185 - 1385

2. Qualitative Features

Consider the four dimensions of text complexity below. For each dimension*, note specific examples from the text that make it more or less complex.

<p>The purpose of the article is to briefly describe the reasons many immigrants come to this country and highlight the four waves of immigrations to the US throughout its history. It touches on the discrimination faced by immigrants from US citizens who feared the impact on the US culture and economy.</p> <p style="text-align: right;">Meaning/Purpo</p>	<p>Structure</p>
<p>Although the text is presented in a straight forward, informational style, the vocabulary is fairly complex and probably unfamiliar to students by their definitions or use in context. A need for spatial understanding of the world and its countries adds to the complexity.</p>	<p>Knowledge Demands</p> <p>The subject matter should be familiar to students reading the expert pack. Common reasons for immigrating to the U.S. and some of the challenges faced by immigrants are known and understood if the texts have been read/discussed in order.</p>

3. Reader and Task Considerations

What will challenge students most in this text? What supports can be provided?

- Reading and discussion could support students with vocabulary demands.
- Many of the words can be supported with discussion of the content and the use of the student friendly definitions in the glossary.
- Students’ knowledge of world geography may need support through maps and other visual aids.

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1. Rolling Knowledge Journal

- Read each selection in the set, one at a time.
- After you read each resource, stop and think what the big learning was. What did you learn that was new and important about the topic from this resource? Write, draw, or list what you learned from the text about (topic).
- Then write, draw, or list how this new resource added to what you learned from the last resource(s).

Sample Student Response

Title	Write, Draw, or List	
	New and important learning about the topic	How does this resource add to what I learned already?
3. "Jessica is an Immigrant"	Jessica came to America from another country while she was in school. She felt left out because she looked different and spoke a different language	
11. How Many Days to America?	Some people live in dangerous places and they pay to come to America for freedom.	Some people live in dangerous places and they pay to come to America for freedom. They might not be welcome and life is still hard.
3. "Relive a Boy's Journey to America"	People came to America for a better life, because they had more opportunities here to make money.	Some people had rough trips to America by ship and when they came through Ellis Island they had to answer questions and pass a health test before they could enter the country.
4. Forgotten Ellis Island Trailer 1	Some immigrants couldn't get into the country because they were ill so they had to stay in a hospital until they were healthy.	Immigrants who were sick and became healthy could stay in the country but others who were too sick were sent back to where they came from.

<p>5. “Explore Immigration Data”</p>	<p>Immigration to America went up for many years, but dropped off at the beginning of the 1900s. It started going up again in 1930 and hasn’t gone down since then.</p>	<p>Legal immigrants who came to America greatly increased from 1820 to 1900, then dropped just as much over the next 30 years. The number has been going up ever since 1930. Most of the immigrants over the years have been from Europe, but that is changing now to North and South America.</p>
<p>6. Schoolhouse Rock</p>	<p>People have come to America from all over the world. They bring their cultures and customs with them and blend in with others to help build America.</p>	<p>America became known as the great melting pot because people came from all over the world.</p>
<p>7. “Immigration”</p>	<p>There have been four main waves of immigration to America throughout history.</p>	<p>Immigrants come to America for many reasons, including danger in their home countries like war, or they couldn’t find enough food or work. There have been four main waves of immigrants and they have come in groups from all over the world.</p>
<p>8. Coming to America: New York’s Immigrants</p>	<p>This video gives more details about the famine in Ireland, the Chinese Exclusion Act, and the population increase of the Italians in New York.</p>	<p>Immigrants were often discriminated against by Americans. Some had their churches burned and others, like the Chinese, were no longer allowed to enter the country.</p>
<p>9. “Oral Histories for Your Classroom”</p>	<p>People who traveled to America by boat had a difficult time. They had to leave most of their things behind, and they had to sail in the lowest part of the boat where it was crowded and dirty and smelled bad. Sometimes there were dangerous storms and people were very sick on the trip.</p>	<p>Immigrants who come to America are looking for a new and better life, but getting here can be harder than they think. The journey can be hard and they can get sick before they ever get here.</p>

10. My Name Is Maria Isabel	A Latino girl has to change her name at a new school, because there are two other girls with the same name and she's sad. She writes a paper about wanting to be called her real name, so her teacher decides to call her Maria instead of Mary.	When immigrants try to blend in to life in America, a lot of things change for them. They have to learn new customs and make new friends, and sometimes they might even have to change their names. All these changes can make them feel bad, even though their new life is supposed to be better.
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2. Rolling Vocabulary: "Sensational Six"

- Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
- Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
- Continue this activity with EACH selection in the Expert Pack.
- After reading all the selections in the Expert Pack, go back and review your words.
- Now select the "Sensational Six" words from ALL the word lists.
- Use the "Sensational Six" words to summarize the most important learning from this Expert Pack.

Title	Six Vocabulary Words & Sentences
"Jessica Is An Immigrant"	<p>Words: embarrassed, loner, deported, emigrated, psychologist, respect</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. Jessica was embarrassed when she said the wrong word in front of her class and they laughed at her. 2. She was a loner, kept to herself all the time and had no friends. 3. Jessica and her mom were afraid to do anything with the people they lived with, because they didn't want to be deported back to Mexico. 4. Jessica is going back to Mexico to visit family for the first time since she had emigrated to America. 5. She like to help people, so Jessica wants to be a psychologist. 6. Jessica says that we all need to have respect for one another and all should be treated equally.

<p>How Many Days to America?</p>	<p>Words: America, huddled, soldiers, anxious, watchful, free</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. Some people leave their homes and come to America on boats. 2. The boats are crowded and people are huddled together. 3. Sometimes people leave their homes because they are afraid of soldiers. 4. Going far away to a new home can make people feel anxious and afraid. 5. People arriving in America are watchful to see if they will be allowed to stay. 6. New people who get to stay in America are finally free.
<p>“Relive a Boy’s Journey to America”</p>	<p>Words: wunderkind, immigrant, newcomer, Vaudeville, White House, Yiddish</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. Seymour was a wunderkind, because he was a great singer at an early age. 2. He was an immigrant to America so he could have more opportunities for his singing career. 3. Seymour was sick and spent his first few days as a newcomer to America on Ellis Island. 4. Seymour was very talented at Vaudeville, which is singing and telling stories together on stage. 5. Seymour was invited to the White House to sing for the president, who helped him get the rest of his family to America from Poland. 6. Yiddish is a language that people spoke in Poland.
<p>“Immigration”</p>	<p>Words: sacrifice, economic opportunity, persecution, famine, discriminated, declined</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. Immigrants to America had to sacrifice their normal way of life to live a new one. 2. Many people came to America for economic opportunity, to find work. 3. Some people came to escape persecution because of their religion. 4. Some immigrants came because they didn’t have enough food, or to escape famine. 5. Many immigrants were discriminated against by those who already lived in America. 6. Immigration to America declined for a while because of the Great Depression.

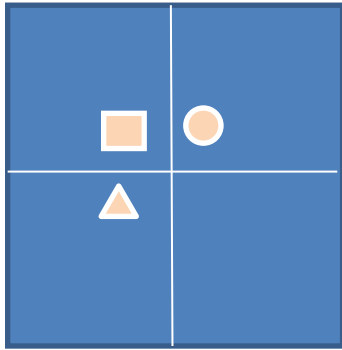
My Name is Maria Isabel	<p>Words: reassuring, recognize, realize, proud, thankful, essay</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. Maria’s mom tried being reassuring to Maria when she told her she would like her new school. 2. Maria did not recognize the new name “Mary” that her teacher gave her. 3. Maria’s teacher got angry when Maria didn’t answer her questions, but Maria didn’t realize the teacher was talking to her with her new name. 4. Maria was proud of her real name because she was named after important people in her family. 5. Even though Maria was having a hard time at school with her new name, she was thankful for her family and their love. 6. Maria wrote an essay that her favorite wish was to be called by her real name, and when her teacher read it she started calling her Maria Isabel instead of Mary.
Sensational Six	emigrated, anxious, immigrant, Ellis Island, persecuted, centuries
<p>Summary:</p> <p>Many people emigrated from their homes to America for a better life than they had in their own countries. The journey was often scary and dangerous and the newcomers felt anxious and afraid. A person who comes to live in America from another country is called an immigrant. Many immigrants came to America through Ellis Island in New York. Most were looking for a better life but were often persecuted for coming from a different country and taking American jobs. Immigrants have been coming to America for centuries and still continue to come today.</p>	

Learning Worth Remembering

Singular Activities – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher.

1. **A Picture of Knowledge** (Recommended for “Jessica is an Immigrant, “Coming to America: New York’s Immigrants, and “Oral Histories for Your Classroom”)
- Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.

- Draw these shapes in the corner of each quadrant.



1. Square
2. Triangle
3. Circle
4. Question Mark

- Write!

Square: What one thing did you read that was interesting to you?
 Triangle: What one thing did you read that taught you something new?
 Circle: What did you read that made you want to learn more?
 Question Mark: What is still confusing to you? What do you still wonder about?

- Find at least one classmate who has read [selection] and talk to each other about what you put in each quadrant.

2. Quiz Maker (Recommended for “Relive a Boy’s Journey to America”)

- Make a list of # questions that would make sure another student understood the information.
- Your classmates should be able to find the answer to the question from the resource.
- Include answers for each question.
- Include the where you can find the answer in the resource.

Question	Answer
1.	
2.	
3.	

3. Wonderings (Recommended for How Many Days to America?, “Forgotten Ellis Island Trailer 1”, and “Schoolhouse Rock)

In the left column, track things you don’t understand. In the right column, list some things you still wonder about this topic.

I’m a little confused about:	This made me wonder:

4 Pop Quiz (Recommended for My Name Is Maria Isabel)

Answer the following questions.

Question	Possible Answer
1. Why did Maria’s teacher decide to call her Mary?	Maria’s new class already had two girls named Maria so the teacher wanted to call her Mary instead.
2. Why was Maria upset about having a different name at school?	Maria was proud of her name and wanted to be called Maria Isabel because she was named after important ancestors in her family.
3. Explain what Maria was feeling when she “felt that she was caught in a sticky, troublesome spider web of her own...”	Maria felt like she was trapped being called Mary instead of Maria. She wanted to do well in school, but she kept making her teacher angry and getting punished when she didn’t answer to the name Mary. Maria didn’t know how to make things better.

<p>4. What happened that caused Maria's teacher to call her Maria Isabel, finally?</p>	<p>Maria had to write an essay about her favorite wish and she wrote that she wanted to be called by her real name. She explained how proud she was of her name and all the people in her family that she got her name from. She wrote that she could listen better for her own name and do better in school and wouldn't be punished.</p>
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Expert Pack Glossary

Jessica Is An Immigrant


Word	Student-Friendly Definition
Immigrated	Immigrated means someone who came to a country where he or she was not born. Many people immigrated to America hoping to have a better life for their families.
Immigration	Immigration is the act of coming to live in a new country. Over the years, America has allowed the immigration of people from many other countries.
Emigrated	Emigrated means to have left one country to move to another. Many people emigrated away from their first homes and came to America to live
By nature	By nature is a phrase that means “naturally” when describing a characteristic of a person. People who are happy by nature tend to smile and act in a friendly way most of the time.
Status	Status means a person’s position or standing compared to others. In school a person’s status may be student, teacher, or principal. An immigrant who has “legal status” is allowed to live in America and won’t be deported.
Deported	Deported means to have to leave a country. People may have to be deported from America to their home country if certain rules or laws are broken.

How Many Days to America?

Word	Student-Friendly Definition
Restless	Restless means to not be able to rest or sleep. People are sometimes unable to sleep at night when they are worried or upset so they are restless.
Bobbed	Bobbed means to make a quick, jerky movement up and down. Boats will bob up and down in the water from the movement of the waves going in and out from shore.

Quay	This word is pronounced “key.” A quay is a place to load and unload boats or ships. When a boat is at a quay, items, including people, can be loaded onto it.
Garnets	Garnets are stones, usually a dark red, that are used in jewelry. Garnets and other stones used in jewelry can be valuable, and sometimes are used to pay for items or services instead of money. Your mom may own a garnet necklace. 
Twisted	Twisted means to change the shape of something. Peoples faces may “twist in grief” if they are very upset or sad.
Bow	The bow of a boat is the front part. This word rhymes with “cow.” People can sit in the bow of a boat.
Anxious	Anxious means to feel worried or afraid about something that is uncertain or not known. Students can feel anxious about the first day of school.

Relive a Boy’s Journey to America

Word	Student-Friendly Definition
Poland, Europe	Poland is a country on the continent of Europe. A continent is a large landmass. There are seven continents on Earth: North America, South America, Europe, Asia, Australia, Africa, and Antarctica. 
Jewish	Jewish is a word relating to the culture and religion of a certain group of people. Many Jewish families immigrated to America from Europe during World War II.

Synagogue	A synagogue is place used by Jews for worship and religious instruction. Many Jewish children go to both school and church at their synagogue.
Ellis Island	Ellis Island is a small island in New York Harbor, where the Statue of Liberty is located. Many immigrants who came to America, entered through Ellis Island before being allowed into the country.
Process	A process is a series of steps that happen one after another. Students in school learn the process of writing. They begin by learning how to write letters, then words, then sentences, and then paragraphs.
Officials	Officials are people who hold jobs in a business or government. Officials are people of authority, like a police officer. The officials at Ellis Island were in charge of following certain steps to allow immigrants to live in America.
Congressman	A congressman is a man who is elected to work in the House of Representatives, a part of our government. A congressman works in Washington D.C. to help make laws.
Politician	A politician is any person who has a job with the government. They are chosen for their jobs when people vote for them. Politicians help make decisions about laws and how people’s money is collected and spent.

Immigration

Word	Student-Friendly Definition
Nation	A nation is word that describes a group of people living under its own government. Another word for nation is country. Our nation’s name is the United States of America.
Sacrifice	Sacrifice means to give up something in order to get something else. Parents often sacrifice something they want for their children. A mom may choose to spend her money to buy her children a new game, instead of buying herself a new book.
Period	A period can be a dot on a paper at the end of a sentence. It can also be a certain amount of time with a set beginning and end. Some families may go on a vacation for a period of one week.
Economic opportunity	An economic opportunity is a chance to make more money and buy what you need to live a comfortable life. Many people in the world don’t have much economic opportunity. Sometimes people don’t have much money, or are poor, because they can’t find a good job so it is difficult to provide food and clothing for their family.

Persecution	Persecution is the act of treating others in a cruel way over and over. Slaves were persecuted when they were beaten, put in chains, and owned by white people. Many people came to America to escape religious persecution.
Famine	A famine means there is a great lack of food over a large area. A famine can happen when crops don't grow, so people can't get food for their families. Years ago, many people in Ireland starved during a great famine.
Discriminated	Many people are discriminated against because they belong to a particular group of people. This means they are treated unfairly by people who don't like them for a certain reason. Many years ago, women were discriminated against and weren't allowed to vote in elections.
Sentiments	Sentiments are ways of thinking or feeling about something. Many students have strong sentiments about whether or not they should have to do homework.
Exclusion	Exclusion means being kept out or shut out from something. The exclusion of girls from football is beginning to change, and you may now see a girl as part of the team.
Literacy	Literacy is the ability to read and write. Boys and girls go to school to learn literacy skills.
Western Hemisphere	The Western Hemisphere is the part of the earth that includes North America, South America and Central America. America has had a lot of immigrants come from far away, outside the Western Hemisphere.
Great Depression	The Great Depression was a time in America and other countries when many people had no jobs and very little money. During the Great Depression in the 1930s, many people had to leave their homes and had trouble getting food, because they had no money.
Cultural	The language, customs, art and ideas of a certain group of people is their culture. Cultural means having to do with a certain culture. Passing on family stories is an important part of Native American culture.
Impact	An impact is a strong and powerful effect. Having no money to buy food can have a strong impact on a person's life. The large numbers of immigrants coming to America had an impact on the lives of the people who already lived there.

My name is Maria Isabel

Word	Student-Friendly Definition
Reassuring	When something is reassuring it makes you less worried. When children first start school, they might need reassuring that it will be fun, so they aren't scared. Reassuring words from your mother can make you feel better if you had a bad dream.
Cherished	When something is cherished, it is valued with great love and care. Children are cherished by their parents, pets are cherished by their owners, and special toys are cherished by the children they belong to.
Plaid	Plaid is a cloth with a pattern of stripes of different widths and colors, crossing at right angle (like the letter "T"). A girl might wear a skirt from plaid to school, or carry a plaid backpack.
Ebb	Ebb means the flowing of the tide away from the shore to the sea. When the water is way out from the shore, it is called an ebb tide. Many people enjoy the sound of the ebb and flow of waves on a beach.
Invitation	An invitation can be a card asking you to a special celebration. An invitation can also be an act by someone that invites you to do something. A smile from a friend can be an invitation to play.
Image	An image is a picture or some other likeness of a person or thing. A quarter has the image of George Washington on it, but a penny has an image of Abraham Lincoln.
Alleyway	An alleyway is a narrow passage between two buildings. There are many alleyways in cities. Alleyways are often where people store their garbage cans, because they might not have a garage or other area to put them outside.
Enchanted	Something that is enchanted might be under a magical spell. Enchanted can also mean that something is charming or delightful. When snow falls and covers everything, it looks beautiful and sparkly. A park might look like an enchanted picture when it snows.
Staging	Staging means presenting or performing on stage, like a play. Many stories and movies have been turned into plays. You might see actors staging a play like Cinderella or Annie.
Soot	Soot is a black powder made during burning. Soot can come from the burning of wood in chimneys, or the burning of fuel in cars. Soot can float in the air and land on the ground or other items, leaving them looking dirty.
Rededicaton	A dedication can be the ceremony of opening something that is newly built, such as a building. A rededication means to celebrate or honor that new opening again. If an important building to many people is damaged and has to be fixed, the people may have a rededication ceremony to honor its importance to them.

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