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| About this Resource:  *This text set centers around the topic of a high-quality read aloud anchor text, in order to build students’ knowledge and vocabulary. Anchor texts are a part of Student Achievement Partners’ Read Aloud Project and full lesson plans are hyperlinked. Each Related Text is a suggested lightweight resource that connects to the topic of the read aloud and builds student knowledge and vocabulary. Also included are high-interest, topically related Optional Supporting Resources and Writing/Culminating Tasks in varied genres. Suggested resources are free or almost free (requiring a teacher license or sign on) and can be used as read aloud texts or for small group or independent reading depending on their complexity. All are intended to be optional resources for the classroom and teachers are encouraged to modify, adapt, or supplement these text sets with related resources. Text Sets are intended to support approximately two weeks of instruction. For additional suggestions for use, read this blog post:* [*https://achievethecore.org/aligned/reading-to-learn/*](https://achievethecore.org/aligned/reading-to-learn/)*..* |

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| **Key Content (Synopsis of two weeks)** | |
| Read Aloud:  The Keeping Quilt  <http://achievethecore.org/page/2561/the-keeping-quilt> | **Synopsis of Text:**  In this story, there are six generations of women descended from a woman who emigrated from Russia to America. The book begins with Anna, the Great-Gramma, and ends with Traci Denise, the sixth generation. Throughout the story, each generation of the family begins to embrace the American way of life, yet they still maintain the customs and traditions of Russia and their Jewish heritage. The family quilt helps them to keep the core of their Russian culture, even though they have adapted to the American way of life. |
| Related Text 1:  Ellis Island  <https://www.dkfindout.com/us/history/ellis-island/> | **Synopsis, highlighting related learning:**  This short article provides basic information about immigrants arriving at Ellis Island in the late 1800s through the mid-1900s. Students will get an introduction to what it was like to arrive there and will also see a diagram of the facility. Be sure to click on the diagram labels for information about the Great Hall, who came to Ellis Island, traveling and arriving. You may also click on the “State of Liberty” link for more information about this famous sculpture. |
| Related Text 2:  Island of Hope and Tears  <http://www.readworks.org/passages/island-hope-and-tears> | **Synopsis, highlighting related learning:**  This informational text provides additional information on immigration, including immigration through Ellis Island during the late 1800s and early 1900s. This would be helpful to help students understand what it might have been like when Anna in the read-aloud text came to this country with her family. |
| Related Text 3:  Ellis Island  <https://www.ducksters.com/history/us_1800s/ellis_island.php> | **Synopsis, highlighting related learning:**  This informational text builds on students’ understanding of Ellis Island with more information about what the inspections at Ellis Island were like and how the island became almost like its own city. |

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| **Optional Supporting Resources** | |
| Patricia Polacco Shows the Keeping Quilt  <https://www.youtube.com/watch?v=HkRkWoneKgY> | **Description/rationale for inclusion:**  This is a video with the author of the read-aloud text in which she shows and explains the real keeping quilt that the story is about. She also describes special memories with the keeping quilt from when she was a child. |
| Emigrants [i.e. immigrants] landing at Ellis Island  <https://www.youtube.com/watch?v=PI9_7M0WHEY> | **Description/rationale for inclusion:**  This is a short video from The Library of Congress that shows footage of a ship arriving at Ellis Island. This would be a snapshot for students to actually see live footage during 1903, the focus time period for this text set. |
| **Writing/Culminating Tasks** | |
| Text Type 1: Narrative | **Description of task:**  Imagine that your family has immigrated to the US through Ellis Island in the early 1900s. Write a story to share what it was like, where you are from, why you came to the United States, and the events that took place when you arrived to the United States. Be sure to:   * Include a clear sequence of events * Include information about the actions, thoughts, and feelings of the characters * Provide a sense of closure |
| Text Type 2: Informative | **Description of task:**  Write to explain why people immigrated to the United States during the late 1800s and early 1900s and tell what it would have been like to arrive on Ellis Island during that time. Be sure to:   * Introduce your topic * Include some facts that you have learned * Provide a sense of closure |
| Task Type 3: Opinion | **Description of task:**  You learned that Ellis Island had two very different nicknames: the “Island of Hope” and the “Island of Tears.” Based on all that you have learned, which nickname do you think is most deserved?  Be sure to:   * State your opinion and provide reasons * Include linking words * Provide a conclusion |
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