Unit 2/Week 3

Title: Time for Kids: Coasting to California

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.3.1, RI.3.2, RI.3.7; RF.3.4; W.3.2, W.3.4; SL.3.1, SL.3.2; L.3.1, L.3.2, L.3.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Communities are formed out of mutual needs and similar cultures, supporting members through struggles and hardships. Synopsis

This non-fiction article gives information about the Chinese immigrants who came to California in the 1800’s seeking prosperity. As they arrived from China, they struggled to make a better life. Together they established supportive communities that allowed them to hold on to their culture, language, traditions, and foods.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| In the first paragraph, what synonym does the author use to help us understand the word “immigrants?” (Pg. 214) | Newcomers, meaning people new to a country |
| According to the text, what brought this huge wave of newcomers to California? What was their shared dream? (Pg. 214) | The Gold Rush in 1848 brought nearly a half million people looking for gold that would make them wealthy. |
| Read the caption on page 214. According to the text, what two characteristics would help the Chinese lead successful lives in a new country? | The author describes the Chinese immigrants as having skills and the ability to work hard.  |
| Chinese immigrants “formed communities in many California cities.” Using the text and photo caption on page 215, identify what these Chinese neighborhoods were called and where was the first one established? | The neighborhoods formed by the Chinese immigrants were referred to as Chinatowns and the first one was established in Sacramento in 1869.  |
| How does the author describe these communities? (Pg. 215) | The author describes Chinatown as lined with stores and restaurants owned by Chinese. Many people who lived there knew each other from “back home in China.” |
| Using your own words explain why Chinatown was important to the Chinese in America. Use evidence from the text to support your answer. (Pg. 215) | These communities allowed the Chinese immigrants to hold on to their culture, food, traditions and language. Students could infer that because so many of the people were from the same areas “back home,” there would be a sense of home away from home and familiarity.  |
| What were some ways that Chinese immigrants were “working for a living?” (Pgs. 215-216) | Most of the immigrants became servants; many others were waiters, miners or worked in laundries. Some found work helping build the railroads, blasting of mountains to make room for the tracks, digging the railroad tunnels and fixing the roads. Some Chinese immigrants became farmers and fishermen. |
| Reread the first paragraph on page 216 as well as the illustration and caption. Besides cities, where else did the Chinese immigrants settle? | Some settled in the coastal communities of San Diego, San Francisco, San Luis Obispo and Monterey to fish. “Chinese fishermen lived in villages called shrimp camps.” They built traditional boats to fish for shrimp. |
| Beginning in 1882, life became even more difficult for Chinese immigrants. Use the text to describe what happened and to explain the effects the new laws had on the Chinese and their communities. (Pg. 216) | An anti-immigration law passed, stopping Chinese people from coming into the United States. Other laws were passed, stating that Chinese immigrants already living in the U.S. couldn’t become citizens. “Life became even harder for Chinese Americans. Most had to live in Chinatowns in big cities. These Chinatowns became poor and unsafe.” |
| Referring to the text, explain what reopened Chinese immigration to the US and when did it happen?” (Pg. 216) | In 1943, a law did away with the anti-immigration law. Conditions changed for the immigrants and Chinese immigrants were once again allowed to come to America. |
| According to the author, what are some of the characteristics of a modern Chinatown (Pg. 217) | Chinatowns present Chinese culture, have Chinese stores, art, food, clothes, and restaurants, and are popular tourist spots. |
| Use details from the text to describe aspects of today’s San Francisco and Los Angeles’ Chinatowns that continue the Chinese culture. (Pg. 217) | San Francisco: people pass under the huge Dragon’s Gate to enter Chinatown. There is a Fortune Cookie Factory that makes 20,000 cookies a day.Los Angeles: Chinatown “was rebuilt in the 1930s to look like a city in China, with colorful buildings and curved roofs.” |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | Page 215 - communities, culturePage 216 - citizens | Page 214 - attractedPage 215 - portPage 216 - traditionalPage 217 - tourist, pedestrian |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 214 - (anti-) immigrationPage 215 - establishedPage 216 - abolished | Page 215 - blasted |

Culminating Task

* Re-Read, Think, Discuss, Write

*According to the details of this article what were two of the hardships faced by the Chinese immigrants? How did establishing Chinatowns ease some of these hardships?*

Answer: Hardships included not being able to own their own businesses outside of Chinatown. Jobs available were not well paying, or were dangerous (Pg. 215); Chinatowns were often poor and unsafe (Pg. 216); Chinatowns, though poor and unsafe, gave the people a place to hold on to their traditions, language, culture and food, start and run their own businesses, and give them a place that could help them feel at home especially since so many knew each other from towns in China (Pg. 215)

Additional Tasks

* Give a summary of the article so that someone who has not read it can learn something about the history of Chinese immigration to California. Record your summary for a web site so your classmates can access and learn as well.
* Students create a timeline with illustrations and details outlining the major events in Chinese immigration to the US and their settlement here.
* Have students write and illustrate a short graphic novel depicting an event in Chinese American early history. They could choose to do one about a Chinese character in the Gold Rush or living in Chinatown and meeting up with a friend from back home or one about a character affected by the anti-immigration laws and can’t bring his family over.
* Students work in small groups to create and record a news report about living conditions in Chinatowns all over California after the anti-Chinese laws passed in the late 1800s. This could require some basic research for photos and details, but with multiple kids working on it, would go fast.
* Research a well known cultural area in your community to find out 1) what was the reason for establishing it and 2) how has it benefitted the community?  Be prepared to share your findings within your small group. Ex: Koreatown (Research can be in various forms: interview, library, internet.)
* Research different cultural areas are found in your community. Be prepared to present your findings to the class. This can be in a flip-book form with text and illustrations.

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**“Time for Kids: Coasting to California”**

1. In the first paragraph, what synonym does the author use to help us understand the word “immigrants?” (Pg. 214)
2. According to the text, what brought this huge wave of newcomers to California? What was their shared dream? (Pg. 214)
3. Read the caption on page 214. According to the text, what two characteristics would help the Chinese lead successful lives in a new country?
4. Chinese immigrants “formed communities in many California cities.” Using the text and photo caption on page 215, identify what these Chinese neighborhoods were called and where was the first one established?
5. How does the author describe these communities? (Pg. 215)
6. Using your own words explain why Chinatown was important to the Chinese in America. Use evidence from the text to support your answer. (Pg. 215)
7. What were some ways that Chinese immigrants were “working for a living?” (Pgs. 215-216)
8. Reread the first paragraph on page 216 as well as the illustration and caption. Besides cities, where else did the Chinese immigrants settle?
9. Beginning in 1882, life became even more difficult for Chinese immigrants. Use the text to describe what happened and to explain the effects the new laws had on the Chinese and their communities. (Pg. 216)
10. Referring to the text, explain what reopened Chinese immigration to the US and when did it happen?” (Pg. 216)
11. According to the author, what are some of the characteristics of a modern Chinatown (Pg. 217)
12. Use details from the text to describe aspects of today’s San Francisco and Los Angeles’ Chinatowns that continue the Chinese culture. (Pg. 217)

Supports for English Language Learners (ELLs) to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.