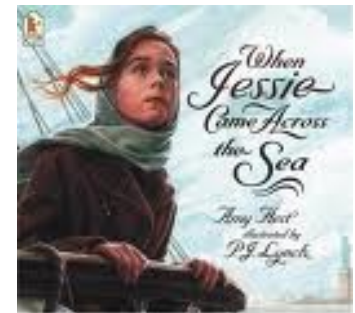


WASHINGTON TOWNSHIP PUBLIC SCHOOLS

THIRD GRADE

**GENRE UNIT: HISTORICAL FICTION**

TEACHER RESOURCE GUIDE



Written by:

Third Grade Genre Unit Committee

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GENRE UNIT / TITLE SELECTIONS – GRADE 3

**Historical Fiction:** Is a work of fiction that relates to a specific time period in history. Although the characters are fictional, the events they experienced and the problems they faced are based on actual events in history such as: Immigration to America, The Pilgrims, The Holocaust, and the Revolutionary War. While the story elements are not factual, these stories are meant to give children a better understanding of what life might have been like during that period in history.

<p><b>Title # 1</b> <b>Advanced Level</b></p>	<p><b><u>The Memory Coat</u></b> by Elvira Woodruff</p> <p>An immigrant boy’s tattered woolen coat helps secure his entrance into America. Grisha, whose parents have died, now lives with his cousin Rachel’s boisterous family in a Russian shtetl (town). Grisha misses his parents terribly, though he finds comfort in playing story telling games with Rachel and in wearing the now ragged coat sewn by his mother. After the Cossacks terrorize the Jews of the shtetl, Rachel’s family flees to America. At Ellis Island, an inspector notes a scratch on Grisha’s eye and marks his coat, indicating that he is rejected. Fortunately, quick-thinking Rachel turns Grisha’s coat inside out, allowing him to pass with the rest of the family.</p> <p>*Please be sure to read the factual information provided in the back of the book.</p>
<p><b>Title # 2</b> <b>Average Level</b></p>	<p><b><u>When Jessie Came Across the Sea</u></b> by Amy Hest</p> <p>Jessie and her grandmother live in an Eastern European shtetel (town) where, one day, the Rabbi informs the villagers that his brother has died and left him one ticket to "the promised land." The rabbi feels he cannot leave his people and decides to give the ticket to 13-year-old Jessie. It's almost too much for Jessie and her grandmother to bear, though both believe it is for the best. In America, Jessie follows her grandmother's trade and becomes a dressmaker. She works for three years until she has enough saved to purchase another ticket--for her grandmother. This picture book for older children is handsomely crafted. The pages are thick, and the watercolor-and-gouache paintings that illustrate the story are luminous. Lynch's full-page and paneled art, especially the scenes of Jessie at sea, have a panoramic quality. In some ways, the book's rich look is a problem, because the design, at times, overwhelms a story whose strongest point is its personal feeling. The pictures are striking, but it's the text that conveys the human emotions of loss, hope, and love that children will respond to.</p>

GENRE UNIT / TITLE SELECTIONS

<p><b>Title # 3</b>  <b>Basic Level</b></p>	<p><b><u>Lily and Miss Liberty</u></b> by Carla Stevens</p> <p>This historical fiction for children is set during the time when the French people gave the Statue of Liberty to America. The statue was ready, but there was no base on which to set it. The people of America had to raise money to supply the base for the statue. Even the school children helped and Lily did her part by making paper crowns and selling them.</p>
<p><b>Title # 4</b>  <b>Below Level</b></p>	<p><b><u>The Long Way to a New Land</u></b> by Joan Sandin</p> <p>The year is 1868 and Sweden is a barren land of poverty and famine. Carl Erik and his family receive a letter from an uncle in America. The uncle realizes that the Erik family is near the end of the rope, and encourages them to move abroad to make a new life. The family sells all their personal items and begins a long trek across land and sea to America.</p>



## HISTORICAL FICTION UNIT READING CALENDAR



Week/ Section 1	<p><b>Whole Class Lesson 1: What is a Historical Fiction? Exploring and Identifying Historical Fiction Elements</b></p> <p>Chart genre characteristics Complete graphic organizer and paragraph explaining elements</p> <p>Assign the books /story map</p>	<p><b>Whole Class Lesson 2: Building Background &amp; General Immigration Vocabulary (2 days)</b></p> <p>Build Background</p> <p>Class web of General Immigration Vocabulary</p>	<p><b>Whole Class Lesson 2: Building Background &amp; General Immigration Vocabulary (Continued)</b></p> <p>Picture Carousel activity</p>	<p><b>Whole Class Lesson 3: Determine the Meaning of Words</b></p> <p>Using text evidence to define vocabulary Begin student vocabulary logs for assigned genre book</p>	<p>Independent/Teacher Circulates</p> <p>Book 1- Read pp. 1-9 Book 2 – Read pp. 1-8 Book 3- Read pp. 1-15 Book 4- Read pp. 7-17</p> <p><i>Relate to genre overview- e.g. Story Map, Vocabulary Log</i></p>
Week/ Section 2	<p><b>Whole Class Lesson 4: Monitoring for Meaning</b></p> <p>Metacognition Stop &amp; Jot- summarize</p>	<p>Independent/Teacher Circulates</p> <p>Book 1- Read pp. 10 - 15 Book 2 – Read pp. 9 -18 Book 3- Read pp. 16 - 30 Book 4- Read pp. 18-29</p> <p><i>Monitor: listen to inner voice/ stop &amp; reread/ vocabulary &amp; genre</i></p>	<p>Independent/ Small Group (Advanced / basic)</p> <p>Book 1- Read pp. 16 - 22 Book 2 – Read pp. 19 - 30 Book 3- Read pp. 31- 47 Book 4- Read pp.30-43</p> <p><i>Vocabulary logs/Write questions and answers on sticky notes</i></p>	<p>Independent/ Small Group (2 average ) <i>Continue reading</i></p> <p>Book 1- Read pp. 16 - 22 Book 2 – Read pp. 19 - 30 Book 3- Read pp. 31- 47 Book 4- Read pp.30-43</p> <p><i>Vocabulary logs/Write questions and answers on sticky notes</i></p>	<p>Independent/Teacher Circulates</p> <p><i>Students finish reading assigned section</i></p> <p><i>Monitor: listen to inner voice/ stop &amp; reread/ Relate to vocabulary &amp; genre</i></p>

<p>Week/ Section 3</p>	<p><b>Whole Class Lesson 5: Characters' Point of View (2 days)</b></p> <p>Good readers recognize that characters within a story can view the same events differently</p>	<p><b>Whole Class Lesson 5: Characters' Point of View (Continued)</b></p> <p>Develop thinking bubbles for characters within mentor text</p>	<p>Independent/ Small Group (2 average)</p> <p>Book 1- Read pp. 23-26 Book 2 – Read pp. 31-36 Book 3- Read pp. 48-64 Book 4- Read pp. 44-63</p> <p><i>Vocabulary logs/Write questions and answers on sticky notes/Apply point of view to assigned genre book</i></p>	<p>Independent/ Small Group (Advanced / basic) <i>Continue Reading</i></p> <p>Book 1- Read pp. 23-26 Book 2 – Read pp. 31-36 Book 3- Read pp. 48-64 Book 4- Read pp. 44-63</p> <p><i>Vocabulary logs/Write questions and answers on sticky notes/Apply point of view to assigned genre book</i></p>	<p>Independent/ Teacher Circulates</p> <p><i>Students finish reading assigned section</i></p> <p><i>Monitor: listen to inner voice/ stop &amp; reread/ Relate to vocabulary &amp; genre / Point of view</i></p>
<p>Week/ Section 4</p>	<p><b>Whole Class Lesson 6: Overview Statue of Liberty</b></p> <p>Visit websites / Safari Montage</p>	<p>Complete Historical Fiction Unit Activities</p> <p>Suggested list in whole class lesson #6</p>	<p>Complete Historical Fiction Unit Activities</p> <p>Suggested list in whole class lesson #6</p>	<p>Complete Historical Fiction Unit Activities</p> <p>Suggested list in whole class lesson #6</p>	<p><b>Historical Fiction Unit Assessment</b></p>



# Whole Class Lesson # 1

## What is a Historical Fiction?

### Exploring and Identifying Historical Fiction Elements

#### Standard 3.5

#### Overview:

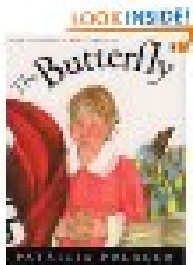
**Historical Fiction:** Is a work of fiction that relates to a specific time period in history. Although the characters are fictional, the events they experienced and the problems they faced are based on actual events in history such as: Immigration to America, The Pilgrims, The Holocaust, and the Revolutionary War. While the story elements are not factual, these stories are meant to give children a better understanding of what life might have been like during that period in history. Through class discussions students will identify the characteristics of historical fiction and assess their understanding of these elements.

#### Classroom Resources:

Historical Fiction Elements Poster  
Historical Fiction Elements Graphic Organizer  
Historical Fiction mentor text (*The Butterfly*)  
Document camera / projector

#### Instructional Plan:

- ❖ Show Historical Fiction Elements Poster and discuss elements
- ❖ Obtain and familiarize yourself with the historical fiction mentor text *The Butterfly* by Patricia Palacco. This book works well because students can easily identify the historical time period. Students will stop and jot during read aloud using the Historical Fiction graphic organizer to take notes on character, setting and time period, and historical events. This will give students the opportunity to point out the key elements of historical fiction. Conclude with students writing a paragraph explaining why the book is an example of historical fiction, using supportive evidence from the story. Students may reference notes taken on graphic organizer.



This is a heartwarming story of a girl, Monique, who finds a Jewish friend, Sevrine. It is also about their meetings at night. But when a neighbor spies them, it endangers both Monique and Sevrine's families. Sevrine's family has to flee.

List of suggested historical fiction books:

Angel Child, Dragon Child

Esperanza Rising

Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy

Sarah Morton's Day: A Day in the Life of a Pilgrim Girl

by Michele Maria Surat

by Pam Munoz Ryan

by Kate Waters

by Kate Waters

### **Instruction and Activities:**

1. Use the document camera to show Historical Fiction Elements Poster and discuss elements
  - Focus on the setting : when & where the story occurs
  - Discuss how the historical time periods effects the story line
  - Focus on characters: portrayed realistically and could be actual people from history
2. Ask students if they have ever read any historical fictions, and if so, what their favorites are. Record the historical fiction titles and setting responses on chart paper.
3. Explain that the story you're about to read is a historical fiction. Ask students to listen for the story elements that were previously discussed and record text evidence on Historical Fiction graphic organizer. Read aloud The Butterfly, stopping to chunk text. Have students use stop and jot strategy to record information on the characters, story setting and the time period, and historical events.
4. Students will use the notes taken on the graphic organizer to develop a paragraph stating why this mentor text is an example of historical fiction. Provide a sentence starter – **The book, The Butterfly, is an example of historical fiction because...**

### **Student Assessment/Reflections:**

Assess students' comprehension of the characteristics of a historical fiction story through notes taken on graphic organizer, as well as the paragraph connecting The Butterfly to historical fiction genre.

# Historical Fiction Elements



Elements	Text Evidence from <i>The Butterfly</i>
Characters	
Setting and time period	
Historical events	



# Historical Fiction Elements



- **form of fiction (not true)**
- **based on historical events**
- **authentic settings**
- **characters portrayed in realistic manner**
- **some characters may be actual people from history, but the story is fictional**

**Whole Class Lesson # 2**  
**Building Background**  
**and**  
**General Immigration Vocabulary**  
**PART 1 (Day 1-\*2 Day Lesson)**

**Essential Standard 3.4**

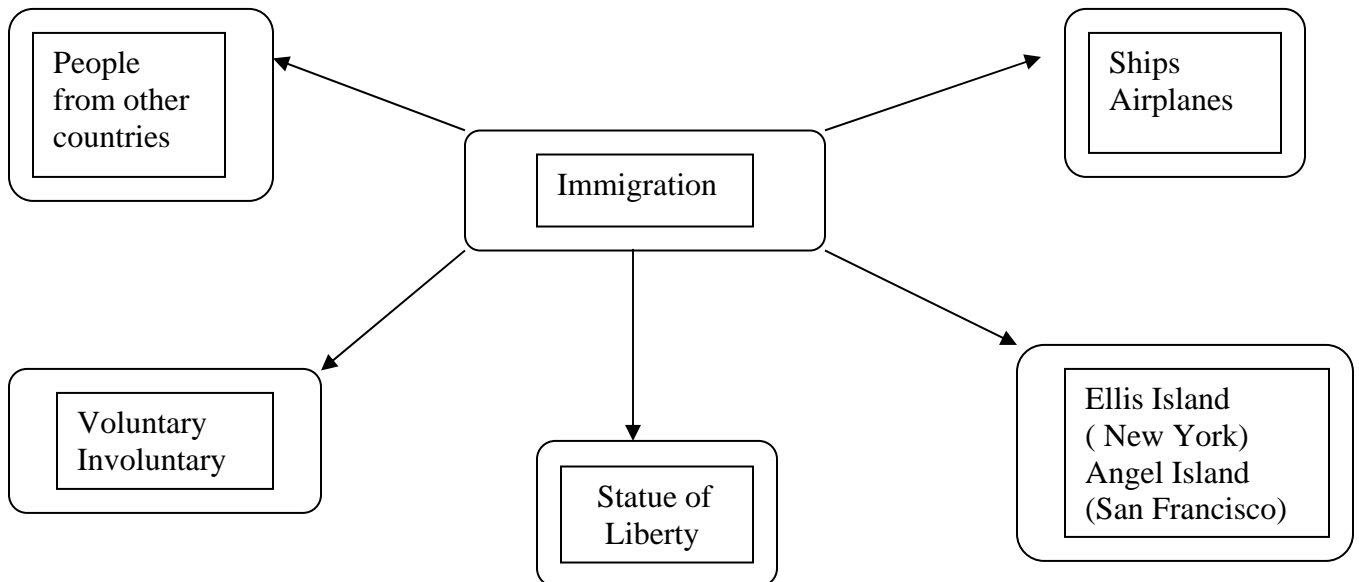
**Overview:** Teacher will create a web and teach general immigration vocabulary list to build background for all of the historical fiction books

**Classroom Resources:**

General Immigration Vocabulary  
Chart Paper / white board  
Document camera / projector

**Instructional Plan:**

- ❖ Create a web on the board about Immigration



- ❖ Teach General Immigration Vocabulary using the chart included.

**Student Assessment/Reflections:**

Students complete vocabulary chart by writing vocabulary sentences.

Name \_\_\_\_\_

Directions: Use the vocabulary words below to create sentences.

## General Immigration Vocabulary

1. <b>immigrant</b> – people who come to a new land to make their home
2. <b>immigration</b> - the act of moving permanently from one place to another
3. <b>freedom</b> – free from the rule of another
4. <b>Statue of Liberty</b> – an enormous statue of a woman holding a torch above her head. She represents liberty and freedom and was a gift from France to the U.S. She is located in the NY Harbor and was usually the first seen when immigrants arrived by boat to U.S.
5. <b>Ellis Island</b> – An immigration processing center or port of entry in the NY harbor where most immigrants passed through before being allowed to officially enter and settle in the U.S.
6. <b>harbor</b> - a part of a body of water along the shore deep enough for anchoring a ship
7. <b>passengers</b> - A person who travels in a car, train, ship, or airplane without participating in the driving
8. <b>inspectors</b> – people who looked for contagious diseases among the passengers

**Whole Class Lesson # 2**  
**Building Background**  
**and**  
**General Immigration Vocabulary**  
**PART 2 (Day 2)**

**Essential Standard 3.4**

**Overview:** Use carousel photos of General Immigration Vocabulary to deepen understanding and build background knowledge for all historical fiction books.

**Classroom Resources:**

General Immigration Vocabulary

Carousel of photos

Graphic organizer

Document camera / projector

**Instructional Plan:**

- Use the General Immigration Vocabulary, graphic organizer, and document camera.
- Model using picture #1 and vocabulary word **immigration**.
- Students will rotate around the room in small groups to view photos as a carousel activity.
- Complete vocabulary graphic organizer.

**Student Assessment/Reflections:**

All students will complete graphic organizer.

Name: \_\_\_\_\_

### Vocabulary Picture Carousel

Word Bank			
Ellis Island	harbor	freedom	immigration
Statue of Liberty	inspectors	immigrant	passenger

<b>Picture</b>	<b>Vocabulary Word</b>	<b>How does this picture represent the vocabulary word?</b>
Picture #1		
Picture #2		
Picture #3		
Picture #4		
Picture #5		
Picture #6		
Picture #7		
Picture #8		

# TEACHER'S KEY

Name: \_\_\_\_\_

## Vocabulary Picture Carousel

Word Bank			
Ellis Island	harbor	freedom	immigration
Statue of Liberty	inspectors	immigrant	passenger

Picture	Vocabulary Word	How does this picture represent the vocabulary word?
Picture #1	<b>IMMIGRANT</b>	
Picture #2	<b>IMMIGRATION</b>	
Picture #3	<b>FREEDOM</b>	
Picture #4	<b>STATUE OF LIBERTY</b>	
Picture #5	<b>ELLIS ISLAND</b>	
Picture #6	<b>HARBOR</b>	
Picture #7	<b>PASSENGERS</b>	
Picture #8	<b>INSPECTORS</b>	

# **Grade 3: Historical Fiction Unit**

## **Pictures for Whole Class Lesson #2**

### **Day 2**

## **General Vocabulary for Immigration**

### **Picture Carousel**

Picture #1





Picture #2



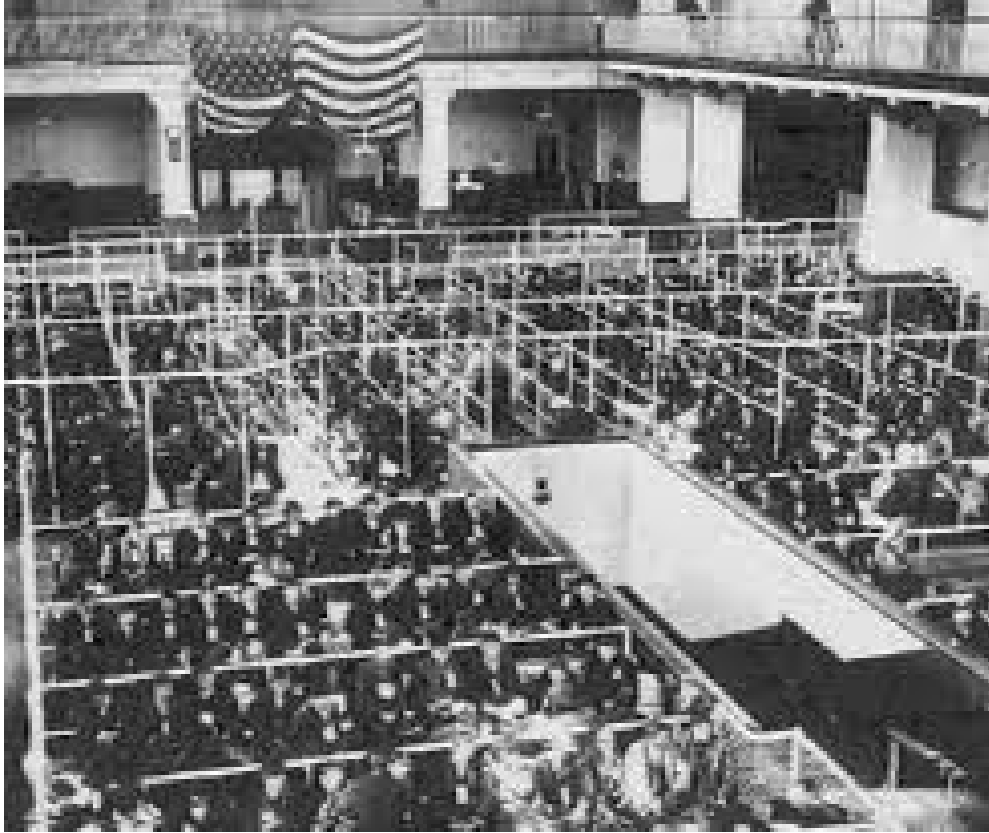
Picture #3



Picture #4



Picture #5



Picture #6



Picture #7



Picture #8



# Whole Class Lesson # 3

## Determining the Meaning of Words

### **Essential Standard: RL 3.4**

**Overview:** Determine the meaning of a word using text evidence to support thinking.

#### **Classroom Resources:**

Historical Fiction mentor text, such as *The Butterfly*

Vocabulary Log

Dictionaries

Chart Paper / white board

Document camera / projector

Historical Fiction Books

#### **Instructional Plan:**

Obtain and familiarize yourself with a historical fiction selection such as *The Butterfly* by Patricia Polacco. Using this book, model how to develop a definition for chosen words and cite text evidence to support the meaning of the word.

#### **Instructional Activities:**

1. Read *The Butterfly* and stop at the indicated pages to fill in the vocabulary log. Model how to create a definition for the word and cite text evidence to support meaning.
2. Provide students with a blank copy of the vocabulary log for each section of their historical fiction books.
3. Refer to the identified vocabulary for each section of the historical fiction books and select appropriate words for the vocabulary log. (Use about 5 words per section.)
4. A blank vocabulary log is included for additional words that students or teachers may want to explore.

#### **Student Assessment/Reflections:**

Assess students' understanding of vocabulary word meanings, citing evidence to support their thinking using their vocabulary log.

#### **Special Education Modifications:**

Special Education teachers may modify expectations for vocabulary logs to accommodate individual students.

**Students will maintain vocabulary log – on their assigned genre book- throughout the Historical Fiction Unit**



Name \_\_\_\_\_

## Vocabulary Log for The Butterfly



Fill in the chart below creating a definition for each word and citing the text evidence you used to support your answer. The first box has been done for you.

Word, Page Number	Your Definition	Text evidence used to support your definition
confection, page 6	Treat you can eat	“And one for you, <i>ma petite</i> ,” he said as the beautifully wrapped <b>confection</b> rolled into Denise’s waiting hands. Monique and Denise unwrapped their candies and popped them into their mouths.
wheeled, page 8		
occupation, page 10		
cellar, page 14		
<i>papillon</i> , page 17		
refuge, page 27		



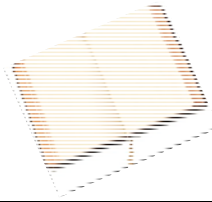
# Vocabulary Log for The Butterfly

## Teacher Reference



Fill in the chart below creating a definition for each word and citing the text evidence you used to support your answer. The first box has been done for you.

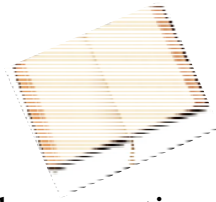
Word, Page Number	Your Definition	Text evidence used to support your definition
confection, page 6	treat you can eat	“And one for you, <i>ma petite</i> ,” he said as the beautifully wrapped <b>confection</b> rolled into Denise’s waiting hands. Monique and Denise unwrapped their candies and popped them into their mouths.
wheeled, page 8	turned around	They both <b>wheeled</b> and looked.
occupation, page 10	time period when Nazis lived at that location	They knew it had happened before during these years of the <b>occupation</b> , but never had they seen it. The Nazis can’t be here forever, my sweet children. Mother France has been here for centuries. They, for a short, terrible time.
cellar, page 14	basement	...looked like a door in the floor. Severine pulled up the door, and they both climbed down a very narrow set of stairs into a part of the <b>cellar</b> ... (pg. 18) At all costs she had to keep the secret that lived in her basement.
<i>papillon</i> , page 17	butterfly	A <i><b>papillon</b></i> , a butterfly fluttered from flower to flower.
refuge, page 27	shelter, place of protection	You are no longer safe here, my dear. We must leave home tonight. We need to get you and your family out of the country. Pe’re Voulliard will take your parents to the next <b>refuge</b> .



## Vocabulary Log for The Memory Coat Teacher Reference



Word, page #	Your definition	Text evidence used to support your definition
1. shtetl p.3	town where Jewish people lived	1. Such a town was called a <b>shtetl</b> .
2. commotion p. 4	disturbance	2. And oh, what a <b>commotion</b> they made!
3. Bubba p. 4	Hebrew name for Grandmother	3. And in the midst of this and that, there was their grandmother, <b>Bubba</b> , covering her ears and shushing them.
4. epidemic p. 6	Widespread sickness	4. He had been orphaned when he lost his parents in an <b>epidemic</b> .
5. synagogue p. 6	Jewish house of prayer	5. And there were still times when he would run to the alley behind the <b>synagogue</b> where he could be alone and grieve.
6. Cossacks p. 10	a member of a people of southern European Russia and adjacent parts of Asia, noted as cavalymen especially during czarist times	6. Then one day, news spread through the market-place that the <b>Cossacks</b> were coming on powerful horses and waving sharp swords.
7. din p. 19	A loud continuous noise, uproar	7. As the <b>din</b> of thousands of strange voices echoed through the large hall, they couldn't help wondering and worrying about the inspectors who watched them.
8. interpreter p. 22	person who translates, or gives meanings, from one language to another	8. "His eye is healthy --- just a scratch," Rachel's father pleaded to the <b>inspector</b> .



Name \_\_\_\_\_



## Vocabulary Log for The Memory Coat

Fill in the chart below creating a definition for each word and citing the text evidence you used to support your answer.

Word, page #	Your definition	Text evidence used to support your definition
1. shtetl p.3	town where Jewish people lived	1. Such a town was called a <b>shtetl</b> .
2. commotion p. 4		
3. Bubba p. 4		
4. epidemic p. 6		



## Vocabulary Log for When Jessie Came Across the Sea Teacher Reference



Word, Page #	Your Definition	Text evidence used to support your definition
1. rabbi p. 3	a spiritual leader of the Jewish religion	In the morning, when the village boys went to the <i>rabbi</i> for lessons, Jessie went, too.
2. synagogue p. 6	a place of worship, or a house of prayer, in the Jewish religion	One evening, toward the end of summer, the rabbi called the people of the village to the <i>synagogue</i> .
3. logic p. 7	common sense, reason, well-thought out	“Rabbi, listen to <i>logic</i> ! I must go to America, for I am brave!”
4. guidance p. 7	help, instruction or advice	“Tonight I shall see <i>guidance</i> from the Almighty,” he told the villagers.
5. channel p. 11	a small waterway that goes between two bodies of water or leads to a larger body of water	But the boat slipped away from the dock, then into the <i>channel</i> and on toward the sea.
6. pitied p. 14	felt sorry for	Later, she sat on her trunk and cried. Passengers <i>pitied</i> the girl with the auburn hair and ginger-colored freckles.
7. tattered p. 16	shabby, worn or ragged	An old woman came along in a <i>tattered</i> coat. Jessie sewed lace, a collar and cuffs, and soon the coat was grand.
8. inspections p. 21	studying, or looking at very carefully; usually to check for problems	The ship docked at Ellis Island. Then papers. Wait on line. <i>Inspections</i> . Wait on line...
9. trolleys p. 23	a bus-sized vehicle that runs on electricity, usually from an overhead wire	I wish you could see the pushcarts and shops and the <i>trolleys</i> speeding by.
10. browsing p. 26	looking through	Miss Emily Levy was <i>browsing</i> in the shop that very day.



Name \_\_\_\_\_

## Vocabulary Log for When Jessie Came Across the Sea



Fill in the chart below creating a definition for each word and citing the text evidence you used to support your answer.

<b>Word, Page #</b>	<b>Your Definition</b>	<b>Text evidence used to support your definition</b>
1. rabbi p.3		
2. synagogue p. 6		
3. logic p.7		
4. guidance p. 7		
5. channel p. 11		

6. pitied p. 14		
7. tattered p.16		
8. inspections p.21		
9. trolleys p.23		
10. browsing p.26		



Name \_\_\_\_\_

Vocabulary Log for \_\_\_\_\_



Word, page #	Your definition	Text evidence used to support your definition





# Vocabulary Log for Lily and Miss Liberty

## Teacher Reference



<b>Word, Page #</b>	<b>Your Definition</b>	<b>Text evidence used to support your definition</b>
<b>Chapters 1 and 2</b>		
1. pedestal p. 2	a base or support for a statute	First we have to build the pedestal for her to stand on.
2. peddler p. 4	a person who sells from door to door or in a street	A peddler walked by pushing his empty cart.
3. street sprinkler p. 9	a water tank used for watering or cleaning the street	The street sprinkler was coming up the street pulled by an old white horse.
4. cobblestones p. 10	round stones used in paving	Sprays of water were coming out of the bottom of the tank and wetting the dusty cobblestones.
<b>Chapters 3 and 4</b>		
5. biscuits p. 16	a kind of bread	Lily woke to the good smells of biscuits baking and bacon frying.
6. impatiently p. 17	not calm or patient	Lily began to wriggle impatiently.
7. buckram p. 18	a stiff cotton fabric	You can make a pattern out of this piece of buckram.
8. extended p. 21	Stretched out	Then she folded the rays down so they extended out from her forehead.
9. plank p. 25	Wooden board	Papa placed two wooden crates on the sidewalk. Then he put a plank across to make a shelf.
10. impulsively p. 28	suddenly, without thinking	“You can have it”, Lily said impulsively.

11. Bonjour	p. 28	Good Morning in French	Lily put on another crown. "Bonjour", she said.
12. perched	p. 30	to rest on or sit on	The crown was perched on her head.
<b>Chapters 5 and 6</b>			
13. admiringly	p. 31	has a high opinion of , to like a person a lot	Lily looked at her friend admiringly. She wished she had the nerve to talk back to those older boys.
14. contributions	p. 36	A gift or donations	"Well, well perhaps we can include a crown when we send our contributions to the Pedestal Fund to Mr. Pulitzer's newspaper".
15. companion	p. 42	friend	"Look at Liberty's crown", said a lady to her companion.
16. accordion	p. 45	Wind instrument with bellows for forcing air and a keyboard	On deck just behind them a man played "Yankee Doodle" on his accordion.
<b>Chapter 7 and Afterword</b>			
17. interrupted	p. 49	Stopped someone in the middle of a discussion	Mrs. Rosen interrupted her.
18. enlightening	p. 54, 58	Give knowledge, shed light	Yes, she was the biggest statue ever built! She was taller than any building in the whole city of New York. She was a queen. And her name was Liberty, Liberty Enlightening the World!
19. sculptor	p. 58	One who creates a work of 3D art such as a statute	Mr. Bartholdi, the sculptor, pulled a cord and the flag dropped to the ground.



Name \_\_\_\_\_



## Vocabulary Log for Lily and Miss Liberty

Fill in the chart below creating a definition for each word and citing the text evidence you used to support your answer.

<b>Word, Page #</b>	<b>Your Definition</b>	<b>Text evidence used to support your definition</b>
<b>Chapters 1 and 2</b>		
1. pedestal p. 2		
2. peddler p. 4		
3. street sprinkler p. 9		
4. cobblestones p. 10		

## Chapters 3 and 4

5. biscuits p. 16

6. impatiently p. 17

7. buckram p. 18

8. extended p. 21

9. plank p. 25

10. impulsively p. 28

11. Bonjour	p. 28		
12. perched	p. 30		
<b>Chapters 5 and 6</b>			
13. admiringly	p. 31		
14. contributions	p. 36		
15. companion	p. 42		
16. accordion	p. 45		

## Chapter 7 and Afterword

17. interrupted p. 49

18. enlightening p. 54, 58

19. sculptor p. 58



Name \_\_\_\_\_  
**Vocabulary Log for** \_\_\_\_\_



Fill in the chart below creating a definition for each word and citing the text evidence you used to support your answer.

<b>Word, Page #</b>	<b>Your Definition</b>	<b>Text evidence used to support your definition</b>



# Vocabulary Log for The Long Way to a New Land

## Teacher Reference



<b>Word, Page #</b>	<b>Your Definition</b>	<b>Text evidence used to support your definition</b>
<b>Chapter 1</b>		
1. crops                      p. 8	Plants grown on a farm.	The crops did not grow.
2. moss                        p. 11	A small green plant without flowers.	Carl Erik and his brother Jonas gathered moss in the forest.
3. fierce                      p. 14	Dangerous	He was not fierce.
<b>Chapter 2</b>		
4. trunk                      p. 19	A large container with a lock.	Pappa made a big trunk with a lock.
5. farmor                    p. 22	Grandmother	Farmor hugged her grandsons.
6. emigrants                p. 24, 28, 49	Someone who leaves a country to live in another.	They waited with other emigrants until the mailbags, lumber and cattle were loaded.
7. inns                        p. 25	Small hotels.	They met at inns each night.
8. seaport                    p. 27	A city where ships that travel can dock, load and unload.	It took three days to reach the seaport city of Gothenburg.
9. lumber                    p. 28	Logs cut into pieces used for building.	They waited with other emigrants until the mailbags, lumber and cattle were loaded.
10. cattle                    p. 28	Cows and bulls.	They waited with other emigrants until the mailbags, lumber and cattle were loaded.



### Chapter 3

11. docked	p. 32	To bring to a landing area for ships (dock)	Three days later they docked in Hull.
12. meadows	p. 34	Large open fields of high grass.	It passed fields and meadows and rows of brick houses.
13. vaccinations	p. 38	Medicine used to prevent disease.	He looked for their smallpox vaccinations.
14. stewards	p.43, 45	A person who helps passengers on a boat.	The stewards helped them to their cabins on deck.

### Chapters 4 and 5

15. hatch	p. 49	An opening in the floor.	One night a hatch was unlocked.
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Name \_\_\_\_\_



## Vocabulary Log for The Long Way to a New Land

Fill in the chart below creating a definition for each word and citing the text evidence you used to support your answer.

<b>Word, Page #</b>	<b>Your Definition</b>	<b>Text evidence used to support your definition</b>
<b>Chapter 1</b>		
1. crops p. 8		
2. moss p. 11		
3. fierce p. 14		

## Chapter 2

4. trunk p. 19

5. farmor p. 22

6. emigrants p. 24, 28, 49

7. inns p. 25

8. seaport p. 27

9. lumber p. 28

10. cattle p. 28

### Chapter 3

11. docked p. 32

12. meadows p. 34

13. vaccinations p. 38

14. stewards p. 43, 45

### Chapters 4 and 5

15. hatch p. 49



Name \_\_\_\_\_  
**Vocabulary Log for** \_\_\_\_\_



Fill in the chart below creating a definition for each word and citing the text evidence you used to support your answer.

<b>Word, Page #</b>	<b>Your Definition</b>	<b>Text evidence used to support your definition</b>

Name \_\_\_\_\_ Date \_\_\_\_\_

Vocabulary: When Jessie Came Across the Sea

Directions: Please read the following questions carefully. Use your understanding of the story vocabulary to help you answer each question.

1. You have just met your *rabbi* at the *synagogue* to ask him questions about an upcoming celebration. What is your religion?

\_\_\_\_\_

2. Name a time that you used *logic* to solve a challenging problem.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Describe a time when you have needed some *guidance* from a grown-up.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Your best friend invites you to swim in their pool. Would this be similar to swimming in a *channel*? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Name an event that would cause you to *pity* another person.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Think of a *tattered* object that you own. Describe what the object looks like and tell how it got that way.

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7. Tell about a time that you have been inspected. Who performed the *inspection* and why did they do it?

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8. Where is your favorite place to do some *browsing*? Describe what you see and do.

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9. Draw a picture of yourself on a *trolley* ride. Include a caption about how you feel about the ride and why.

# Whole Class Lesson # 3

## Determining the Meaning of Words

### **Essential Standard: RL 3.4**

**Overview:** Determine the meaning of a word using text evidence to support thinking.

#### **Classroom Resources:**

Historical Fiction mentor text, such as *The Butterfly*

Vocabulary Log

Dictionaries

Chart Paper / white board

Document camera / projector

Historical Fiction Books

#### **Instructional Plan:**

Obtain and familiarize yourself with a historical fiction selection such as *The Butterfly* by Patricia Polacco. Using this book, model how to develop a definition for chosen words and cite text evidence to support the meaning of the word.

#### **Instructional Activities:**

1. Read *The Butterfly* and stop at the indicated pages to fill in the vocabulary log. Model how to create a definition for the word and cite text evidence to support meaning.
2. Provide students with a blank copy of the vocabulary log for each section of their historical fiction books.
3. Refer to the identified vocabulary for each section of the historical fiction books and select appropriate words for the vocabulary log. (Use about 5 words per section.)
4. A blank vocabulary log is included for additional words that students or teachers may want to explore.

#### **Student Assessment/Reflections:**

Assess students' understanding of vocabulary word meanings, citing evidence to support their thinking using their vocabulary log.

#### **Special Education Modifications:**

Special Education teachers may modify expectations for vocabulary logs to accommodate individual students.

**Students will maintain vocabulary log – on their assigned genre book- throughout the Historical Fiction Unit**



Name \_\_\_\_\_

## Vocabulary Log for The Butterfly



Fill in the chart below creating a definition for each word and citing the text evidence you used to support your answer. The first box has been done for you.

Word, Page Number	Your Definition	Text evidence used to support your definition
confection, page 6	Treat you can eat	“And one for you, <i>ma petite</i> ,” he said as the beautifully wrapped <b>confection</b> rolled into Denise’s waiting hands. Monique and Denise unwrapped their candies and popped them into their mouths.
wheeled, page 8		
occupation, page 10		
cellar, page 14		
<i>papillon</i> , page 17		
refuge, page 27		



# Vocabulary Log for The Butterfly

## Teacher Reference



Fill in the chart below creating a definition for each word and citing the text evidence you used to support your answer. The first box has been done for you.

Word, Page Number	Your Definition	Text evidence used to support your definition
confection, page 6	treat you can eat	“And one for you, <i>ma petite</i> ,” he said as the beautifully wrapped <b>confection</b> rolled into Denise’s waiting hands. Monique and Denise unwrapped their candies and popped them into their mouths.
wheeled, page 8	turned around	They both <b>wheeled</b> and looked.
occupation, page 10	time period when Nazis lived at that location	They knew it had happened before during these years of the <b>occupation</b> , but never had they seen it. The Nazis can’t be here forever, my sweet children. Mother France has been here for centuries. They, for a short, terrible time.
cellar, page 14	basement	...looked like a door in the floor. Severine pulled up the door, and they both climbed down a very narrow set of stairs into a part of the <b>cellar</b> ... (pg. 18) At all costs she had to keep the secret that lived in her basement.
<i>papillon</i> , page 17	butterfly	A <i><b>papillon</b></i> , a butterfly fluttered from flower to flower.
refuge, page 27	shelter, place of protection	You are no longer safe here, my dear. We must leave home tonight. We need to get you and your family out of the country. Pe’re Voulliard will take your parents to the next <b>refuge</b> .



## Whole Class Lesson # 4: Standard 3.1

### Monitoring for Meaning: Listen to inner voice/Stop & jot to summarize and ask questions

#### Overview:

Readers monitor (check) for meaning by asking questions and summarizing

#### **Materials**

*The Butterfly* by Patricia Polacco

Leveled genre texts

Document camera/overhead projector

Sticky Notes

#### Connection (1-2 minutes)

In the past, we have talked about one of the kinds of thinking that good readers do while they are reading. We talked about how good readers listen to themselves as they say the words. They are always listening in to themselves to see if the words are making sense and if they understand what is happening in the story. We call this “monitoring for meaning.” Good readers who are “Monitoring for meaning” are always watching out and making sure about the meaning of the story. They are always asking themselves: “Does this sound right?” “Does this make sense?”

#### Direct Instruction (10-15 minutes)

I’m going to show you how good readers notice when their reading doesn’t make sense. As I read, listen to what I am thinking. When something doesn’t make sense I am going to STOP reading and really notice that. I will stop and jot down my thinking on the gist of what I’m reading and what questions I may have. Watch how I figure out what is happening in the story.

#### **Model:**

- Read aloud a section of text (1-2 pages)
- STOP and think aloud about gist of what I just read and any questions I may have
- Model recording gist and questions on sticky notes

#### Guided Practice (5 minutes)

- Teacher will read aloud another selection of the text
- Students will record gist and questions on sticky notes
- Share ideas and answers together in small groups

#### Independent Practice (small groups) and Student Assessment/Reflections:

Students will work on monitoring for meaning by recording the gist and asking questions by using their leveled genre text. Meet with small groups to check sticky notes and listen in on discussions to assess progress of goals.

# MONITORING FOR MEANING KEY POINTS

- Good readers listen to their inner voice as they read
- Good readers summarize the gist of what they read
- Good readers stop to ask questions about what they read
- Good readers reread text when they are confused



## Whole Class Lesson # 4: Standard 3.1

### Monitoring for Meaning: Listen to inner voice/Stop & jot to summarize and ask questions

#### Overview:

Readers monitor (check) for meaning by asking questions and summarizing

#### **Materials**

*The Butterfly* by Patricia Polacco

Leveled genre texts

Document camera/overhead projector

Sticky Notes

#### Connection (1-2 minutes)

In the past, we have talked about one of the kinds of thinking that good readers do while they are reading. We talked about how good readers listen to themselves as they say the words. They are always listening in to themselves to see if the words are making sense and if they understand what is happening in the story. We call this “monitoring for meaning.” Good readers who are “Monitoring for meaning” are always watching out and making sure about the meaning of the story. They are always asking themselves: “Does this sound right?” “Does this make sense?”

#### Direct Instruction (10-15 minutes)

I’m going to show you how good readers notice when their reading doesn’t make sense. As I read, listen to what I am thinking. When something doesn’t make sense I am going to STOP reading and really notice that. I will stop and jot down my thinking on the gist of what I’m reading and what questions I may have. Watch how I figure out what is happening in the story.

#### **Model:**

- Read aloud a section of text (1-2 pages)
- STOP and think aloud about gist of what I just read and any questions I may have
- Model recording gist and questions on sticky notes

#### Guided Practice (5 minutes)

- Teacher will read aloud another selection of the text
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#### Independent Practice (small groups) and Student Assessment/Reflections:

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# MONITORING FOR MEANING KEY POINTS

- Good readers listen to their inner voice as they read
- Good readers summarize the gist of what they read
- Good readers stop to ask questions about what they read
- Good readers reread text when they are confused



Name: \_\_\_\_\_

Character 1 : \_\_\_\_\_

Character 2: \_\_\_\_\_

The voice of the character is:



The voice of the character is:



The point of view of the character is

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I know this because

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The point of view of the character is

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I know this because

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Name: \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_ have different points of view about

\_\_\_\_\_  
\_\_\_\_\_.

\_\_\_\_\_ point of view is \_\_\_\_\_

\_\_\_\_\_. I know this because in the  
story, \_\_\_\_\_

On the other hand, \_\_\_\_\_ point of view is \_\_\_\_\_

\_\_\_\_\_. In the story, it says \_\_\_\_\_

This is how \_\_\_\_\_ and \_\_\_\_\_ points of view are  
different.

Name: \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_ have similar points of view about

\_\_\_\_\_  
\_\_\_\_\_.

\_\_\_\_\_ point of view is \_\_\_\_\_

\_\_\_\_\_. I know this because in the

story, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

In addition, \_\_\_\_\_ point of view is \_\_\_\_\_

\_\_\_\_\_. In the story, it says \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

This is how \_\_\_\_\_ and \_\_\_\_\_ points of view are similar.

# Whole Class Lesson # 5

## Characters' Point of View

### PART 1 (Day 1- \*2 Day Lesson)

#### Essential Standard 3.6

##### Overview:

**Good readers recognize that stories can be told from different characters' point of view (POV). Good readers develop the understanding that characters in a story can view the same event differently.**

##### Materials:

Chart paper

Challenging picture book of teacher's choice (we used the book *The Pain and the Great One* by Judy Blume) Also included is a list of other mentor texts that can be used to teach POV

Document camera/overhead

<http://nancykeane.com/rl/279.htm> website with picture books told in first person POV

Point of View Graphic Organizer

Paragraph Frame

##### **Connection (1-2 minutes)**

Today we are going to examine how different characters within a story can view the same events differently. Have you ever been in a situation where you and someone else felt differently about the same thing? Turn and talk with a partner. Have one or two students share with the class. Teacher may give an example if needed.

##### **Direct Instruction (5-10 minutes)**

Listen as I think aloud while I read the first half of this book. Notice the title. It's called (*The Pain and the Great One* by Judy Blume) I'm thinking that this book is about a brother and a sister and maybe they feel differently about their relationship. We know that when a story is told from a character's perspective, it gives the reader a different way to understand a text. Read the first half of the book. Model thinking about how the little girl in the story feels about her brother. This is her POV. Develop thinking bubble from the sister's POV. Cite evidence from the text supporting the thought bubble. Ask questions such as: What is the sister's attitude or point of view about the scene? What details from the text help me know this?

##### **Guided/ Independent Practice (partners) 15-20 minutes**

Now let's try it together. I am going to read you the second half of this book. The second half is told from the brother's point of view. As I am reading, with your partner, fill in information on the other half of your 'think bubble' graphic organizer from the brother's point of view. When you are finished, we are going to fill in a paragraph frame organizing our thoughts on the point of view of the brother and sister. We will be using this strategy again tomorrow when we continue to look at POV. Model how to write class paragraph using paragraph frame that is included.

**Whole Class Lesson # 5**  
**Characters' Point of View**  
**PART 1 (Day 2- \*2 Day Lesson)**

**Essential Standard 3.6**

**Overview:**

**Good readers recognize that stories can be told from different characters' point of view (POV). Good readers develop the understanding that characters in a story can view the same event differently.**

**Materials:**

Chart paper

The Butterfly (recommended text)

Leveled genre unit texts

Document camera/overhead

<http://nancykeane.com/rl/279.htm> website with picture books told in first person POV

**Connection (1-2 minutes)**

Today we are going to look at one scene from our mentor text. We are going to examine how two characters from this scene are feeling.

**Direct Instruction (5-10 minutes)**

Read aloud pg. 14, which starts with "Sevrine motioned Monique". Discuss the picture and words within the text. Develop thinking bubbles from both of the characters points of view. Cite evidence from the text supporting the thought bubbles. Start with the main character's perspective and move on to the other character. Ask questions such as: What is the main character's attitude or point of view about the scene? What details from the text help me know this?

**Guided/ Independent Practice (partners) 15-20 minutes**

Now you will try this with a partner. Read pg. 24, which starts with "All of a sudden they looked up..." After you have read, fill in the 'think bubbles' graphic organizer from Monique's point of view and from Sevrine's point of view. Discuss with your partner how you would put this information into the paragraph frame. Teacher will monitor groups and have students share their ideas orally.

Give students a preselected page or pages from their leveled genre books. Students will individually develop thinking bubbles and convert this information into a paragraph frame.

Suggested pages:

The Memory Coat: pg. 15

When Jessie Came Across the Sea: pg. 10

Lily and Miss Liberty: pgs. 1 and 2

Long Way to a New Land: pg. 58

## Suggested Mentor Texts for teaching Point of View

I Wanna Iguana 2.3

Freedom Summer 2.7

Mr. Peabody's Apples 3.7

The True Story of the Three Little Pigs 2.5

The Table Where Rich People Sit 4.1

Pop's Bridge 3.5

Sylvester and the Magic Pebble 3.8

The Little House 3.8

My Rotten Red-Headed Older Stepbrother 3.9

The Boss Baby 2.2

Don't Let the Pigeon Drive the Bus 1.0

The Great Kapok Tree 4.4

The Pain the Great One 2.5

Through Grandpa's Eyes 3.7

Tight Times 2.9

Diary of A Spider 2.3

When I Was Young in the Mountains 3.7

Voices in the Park 2.9

Dear Mrs. LaRue 2.0

# Whole Class Lesson # 5

## Characters' Point of View

### PART 1 (Day 1- \*2 Day Lesson)

#### Essential Standard 3.6

##### Overview:

**Good readers recognize that stories can be told from different characters' point of view (POV). Good readers develop the understanding that characters in a story can view the same event differently.**

##### Materials:

Chart paper

Challenging picture book of teacher's choice (we used the book *The Pain and the Great One* by Judy Blume) Also included is a list of other mentor texts that can be used to teach POV

Document camera/overhead

<http://nancykeane.com/rl/279.htm> website with picture books told in first person POV

Point of View Graphic Organizer

Paragraph Frame

##### **Connection (1-2 minutes)**

Today we are going to examine how different characters within a story can view the same events differently. Have you ever been in a situation where you and someone else felt differently about the same thing? Turn and talk with a partner. Have one or two students share with the class. Teacher may give an example if needed.

##### **Direct Instruction (5-10 minutes)**

Listen as I think aloud while I read the first half of this book. Notice the title. It's called (*The Pain and the Great One* by Judy Blume) I'm thinking that this book is about a brother and a sister and maybe they feel differently about their relationship. We know that when a story is told from a character's perspective, it gives the reader a different way to understand a text. Read the first half of the book. Model thinking about how the little girl in the story feels about her brother. This is her POV. Develop thinking bubble from the sister's POV. Cite evidence from the text supporting the thought bubble. Ask questions such as: What is the sister's attitude or point of view about the scene? What details from the text help me know this?

##### **Guided/ Independent Practice (partners) 15-20 minutes**

Now let's try it together. I am going to read you the second half of this book. The second half is told from the brother's point of view. As I am reading, with your partner, fill in information on the other half of your 'think bubble' graphic organizer from the brother's point of view. When you are finished, we are going to fill in a paragraph frame organizing our thoughts on the point of view of the brother and sister. We will be using this strategy again tomorrow when we continue to look at POV. Model how to write class paragraph using paragraph frame that is included.

**Whole Class Lesson # 5**  
**Characters' Point of View**  
**PART 1 (Day 2- \*2 Day Lesson)**

**Essential Standard 3.6**

**Overview:**

**Good readers recognize that stories can be told from different characters' point of view (POV). Good readers develop the understanding that characters in a story can view the same event differently.**

**Materials:**

Chart paper

The Butterfly (recommended text)

Leveled genre unit texts

Document camera/overhead

<http://nancykeane.com/rl/279.htm> website with picture books told in first person POV

**Connection (1-2 minutes)**

Today we are going to look at one scene from our mentor text. We are going to examine how two characters from this scene are feeling.

**Direct Instruction (5-10 minutes)**

Read aloud pg. 14, which starts with "Sevrine motioned Monique". Discuss the picture and words within the text. Develop thinking bubbles from both of the characters points of view. Cite evidence from the text supporting the thought bubbles. Start with the main character's perspective and move on to the other character. Ask questions such as: What is the main character's attitude or point of view about the scene? What details from the text help me know this?

**Guided/ Independent Practice (partners) 15-20 minutes**

Now you will try this with a partner. Read pg. 24, which starts with "All of a sudden they looked up..." After you have read, fill in the 'think bubbles' graphic organizer from Monique's point of view and from Sevrine's point of view. Discuss with your partner how you would put this information into the paragraph frame. Teacher will monitor groups and have students share their ideas orally.

Give students a preselected page or pages from their leveled genre books. Students will individually develop thinking bubbles and convert this information into a paragraph frame.

Suggested pages:

The Memory Coat: pg. 15

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Lily and Miss Liberty: pgs. 1 and 2

Long Way to a New Land: pg. 58

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The True Story of the Three Little Pigs 2.5

The Table Where Rich People Sit 4.1

Pop's Bridge 3.5

Sylvester and the Magic Pebble 3.8

The Little House 3.8

My Rotten Red-Headed Older Stepbrother 3.9

The Boss Baby 2.2

Don't Let the Pigeon Drive the Bus 1.0

The Great Kapok Tree 4.4

The Pain the Great One 2.5

Through Grandpa's Eyes 3.7

Tight Times 2.9

Diary of A Spider 2.3

When I Was Young in the Mountains 3.7

Voices in the Park 2.9

Dear Mrs. LaRue 2.0



# The Ellis Island Experience

<http://www.scholastic.com/teachers/lesson-plan/immigration-then-and-now>

**Using the Ellis Island Experience Reproducible (PDF)**

[http://www.scholastic.com/teachers/sites/default/files/asset/file/immigration\\_repro.pdf](http://www.scholastic.com/teachers/sites/default/files/asset/file/immigration_repro.pdf)

To give students a better idea of what actually happened at Ellis Island, first share one of the many read alouds describing this experience, such as Elvira Woodruff's *The Memory Coat* (Scholastic, 1999). Then ask students to imagine that they are either Edward Corsi or one of his two sisters, Liberta or Helvetia, and that the family has just arrived at Ellis Island. Using the Ellis Island Experience Reproducible (PDF), have children make each of the necessary "stops" at the immigration center. As a class, discuss this Ellis Island "journey." What do students still want to know about the process? Encourage them to answer these questions with further independent reading or research.

# The Ellis Island Experience

<http://www.scholastic.com/teachers/lesson-plan/immigration-then-and-now>

**Using the Ellis Island Experience Reproducible (PDF)**

[http://www.scholastic.com/teachers/sites/default/files/asset/file/immigration\\_repro.pdf](http://www.scholastic.com/teachers/sites/default/files/asset/file/immigration_repro.pdf)

To give students a better idea of what actually happened at Ellis Island, first share one of the many read alouds describing this experience, such as Elvira Woodruff's *The Memory Coat* (Scholastic, 1999). Then ask students to imagine that they are either Edward Corsi or one of his two sisters, Liberta or Helvetia, and that the family has just arrived at Ellis Island. Using the Ellis Island Experience Reproducible (PDF), have children make each of the necessary "stops" at the immigration center. As a class, discuss this Ellis Island "journey." What do students still want to know about the process? Encourage them to answer these questions with further independent reading or research.

## Whole Class Lesson # 6

# Overview Statue of Liberty

### Overview:

This lesson entails viewing photographs of the Statue of Liberty, taking a virtual tour, visiting websites that relate to the Statue of Liberty and/or Ellis Island, safari montage videos, and related booklets, crafts, or art activities.

### Classroom Resources:

Computer  
Document camera  
LCD projector  
Related books on Immigration  
Teacher made resources / ideas  
Web sites  
Paper / classroom materials



### Instructional Plan:

Teachers may visit suggested web sites listed below and/or Safari Montage. Use the teacher work station computer / and/ or LCD projector to view photographs, videos, or take a virtual tour of the Statue of Liberty and /or Ellis Island.

To complete follow-up activities: make any booklets, projects from the Social Studies curriculum, teacher ideas, or from the web sites.

### **Web Sites for the Statue of Liberty:**

**(Paste in browser and view sites)**

<http://teacher.scholastic.com/activities/immigration/tour/index.htm>

### **Video, audio clips and photos**

[www.nps.gov/stli/photosmultimedia/virtualtour.htm](http://www.nps.gov/stli/photosmultimedia/virtualtour.htm)

<http://www.nps.gov/stli/index.htm>

# The Statue of Liberty

The Statue of Liberty has always been a symbol of welcome and a promise of freedom for immigrants to the United States of America. The statue was given to the United States by the people of France in 1884. They wanted to have it ready by the Centennial in 1876, but it was delayed because France was involved in a war with Prussia. Frederic Bartholdi designed and sculpted the statue. He was sent to America to complete his plans. As he sailed into the harbor at Bedloe's Island, he knew that is where the statue should be. He decided to make the statue a lady as a symbol of liberty, and that she would face the ocean with a greeting and a promise. He decided to call it Liberty Enlightening the World. Bartholdi talked to President Grant and it was agreed that France would build the statue and the United States would build the base and pedestal. The seven spikes in the statue's crown reach out to the seven seas and the seven continents. The seven spikes also stand for seven liberties.



# The Statue of Liberty

The Statue of Liberty, or, more formally, Liberty Enlightening the World, was presented to the United States by the people of France in 1886. Standing on Liberty Island in New York Harbor, it welcomes visitors, immigrants, and returning Americans traveling by ship. The copper-clad statue, dedicated on October 28, 1886, commemorates the centennial of the signing of the United States Declaration of Independence and was given to the United States to represent the friendship established during the American Revolution.

## **Immigration Then and now**

<http://www.scholastic.com/teachers/lesson-plan/immigration-then-and-now>

## **Ellis Island Experience**

[http://www.scholastic.com/teachers/sites/default/files/asset/file/immigration\\_repro.pdf](http://www.scholastic.com/teachers/sites/default/files/asset/file/immigration_repro.pdf)

## **Interview with immigrant children.**

[http://teacher.scholastic.com/activities/immigration/young\\_immigrants/](http://teacher.scholastic.com/activities/immigration/young_immigrants/)

### **Video about Ellis Island**

<http://teacher.scholastic.com/activities/immigration/webcast.htm>

### **Scholastic Instructor Lesson on Immigration**

<http://www.scholastic.com/teachers/lesson-plan/immigration-then-and-now>

### **FACTS -National Geographic Kids**

<http://kids.nationalgeographic.com/kids/stories/history/statue-of-liberty/>

### **Reading Comprehension- Statue of Liberty**

<http://printables.scholastic.com/printables/f.jsp?id=25718>

[http://printables.scholastic.com/printables/detail/?id=43214&query=immigration&N=0&Ntk=printables\\_minibooks&Ntt=immigration&fq=fff&No=0&spellcheck=false](http://printables.scholastic.com/printables/detail/?id=43214&query=immigration&N=0&Ntk=printables_minibooks&Ntt=immigration&fq=fff&No=0&spellcheck=false)

### **Statue of Liberty printable replicas from Scholastic. Statue, torch, and crown**

[http://printables.scholastic.com/content/collateral\\_resources/pdf/31/0439499631\\_e029.pdf](http://printables.scholastic.com/content/collateral_resources/pdf/31/0439499631_e029.pdf)

### **Plays/ Readers Theater- Ellis Island and Angel Island**

<http://printables.scholastic.com/printables/detail/?id=43214&N=0>

### **Activities:**

#### **Create a Class Quilt**

Celebrate the cultural backgrounds of your students with a class quilt. Distribute 8-inch squares of white or light-colored construction paper. Using markers or collage materials, have students create an image on their quilt square that represents their family culture. Encourage students to use diverse materials and themes such as photographs, food packaging, or recipes. Reinforce their squares with cardboard, if necessary. When all squares are ready, use a hole punch to make holes around the edges. Lace the quilt panels together with yarn. Display the finished quilt and invite students to explain their panels to the class.

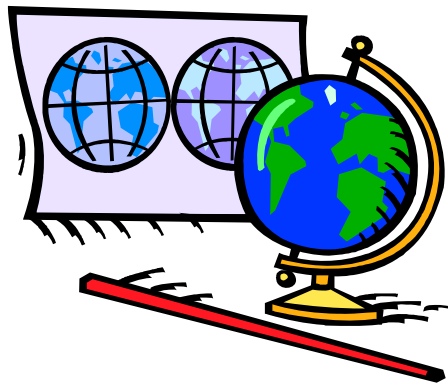
#### **Hall of Fame**

Invite the class to create a Hall of Fame of immigrants who have made important contributions. Guide students to search for biographies of the individuals using reference materials from the library or from online sources. For their Hall of Fame submission, each student should provide a photograph or other likeness of the person, identify birthplace and when he or she came to America, and explain in a paragraph his or her accomplishments.

**Family Trees** Students will complete a family tree to show their family members. Next, they can cut it out and paste it on a 12 x 18 paper of their color choice. The students can add photos or flags to show their heritage. Students share the family trees with the class.

To print a FAMILY TREE:

[http://www2.scholastic.com/content/collateral\\_resources/pdf/p/pg\\_familytree.pdf](http://www2.scholastic.com/content/collateral_resources/pdf/p/pg_familytree.pdf)



### **Coat of Arms:**

Students create their own coat of arms to depict their heritage. Print out coat of arms from web site below. Have students write their first and last name in the first block, the names of the countries their ancestors immigrated from in the second block, flags or symbols in the third block, and add a picture of their family or design a new emblem or stamp for one of the countries in the fourth block

Various printable pages may be found online

### **Create a poster Family Heritage Poster:**

Students are given 12x18 paper to design a poster related to: the Statue of Liberty, Immigration, Family Heritage, or their leveled book. Add facts, a paragraph, a caption, pictures, internet information, etc. to enhance the picture.

### **Music and literature from around the World**

Work with students to investigate examples of music and literature from other lands that have influenced American writing and music.

### **Living History Museum-**

Students research the journey of an immigrant's arrival at Ellis Island. Create stations that represent each step in the process and reenact what may have happened to the families as they arrive. Students can create dialogue, document their journey and dress in costumes.

### **Ellis Island Experience -**

[http://www.scholastic.com/teachers/sites/default/files/asset/file/immigration\\_repro.pdf](http://www.scholastic.com/teachers/sites/default/files/asset/file/immigration_repro.pdf)

### **Student Assessment/Reflections:**

Allow students to share their finished assignments in class or display them.



## Whole Class Lesson # 6

# Overview Statue of Liberty

### Overview:

This lesson entails viewing photographs of the Statue of Liberty, taking a virtual tour, visiting websites that relate to the Statue of Liberty and/or Ellis Island, safari montage videos, and related booklets, crafts, or art activities.

### Classroom Resources:

Computer  
Document camera  
LCD projector  
Related books on Immigration  
Teacher made resources / ideas  
Web sites  
Paper / classroom materials



### Instructional Plan:

Teachers may visit suggested web sites listed below and/or Safari Montage. Use the teacher work station computer / and/ or LCD projector to view photographs, videos, or take a virtual tour of the Statue of Liberty and /or Ellis Island.

To complete follow-up activities: make any booklets, projects from the Social Studies curriculum, teacher ideas, or from the web sites.

### **Web Sites for the Statue of Liberty:**

**(Paste in browser and view sites)**

<http://teacher.scholastic.com/activities/immigration/tour/index.htm>

### **Video, audio clips and photos**

[www.nps.gov/stli/photosmultimedia/virtualtour.htm](http://www.nps.gov/stli/photosmultimedia/virtualtour.htm)

<http://www.nps.gov/stli/index.htm>

# The Statue of Liberty

The Statue of Liberty has always been a symbol of welcome and a promise of freedom for immigrants to the United States of America. The statue was given to the United States by the people of France in 1884. They wanted to have it ready by the Centennial in 1876, but it was delayed because France was involved in a war with Prussia. Frederic Bartholdi designed and sculpted the statue. He was sent to America to complete his plans. As he sailed into the harbor at Bedloe's Island, he knew that is where the statue should be. He decided to make the statue a lady as a symbol of liberty, and that she would face the ocean with a greeting and a promise. He decided to call it Liberty Enlightening the World. Bartholdi talked to President Grant and it was agreed that France would build the statue and the United States would build the base and pedestal. The seven spikes in the statue's crown reach out to the seven seas and the seven continents. The seven spikes also stand for seven liberties.



# The Statue of Liberty

The Statue of Liberty, or, more formally, Liberty Enlightening the World, was presented to the United States by the people of France in 1886. Standing on Liberty Island in New York Harbor, it welcomes visitors, immigrants, and returning Americans traveling by ship. The copper-clad statue, dedicated on October 28, 1886, commemorates the centennial of the signing of the United States Declaration of Independence and was given to the United States to represent the friendship established during the American Revolution.

## **Immigration Then and now**

<http://www.scholastic.com/teachers/lesson-plan/immigration-then-and-now>

## **Ellis Island Experience**

[http://www.scholastic.com/teachers/sites/default/files/asset/file/immigration\\_repro.pdf](http://www.scholastic.com/teachers/sites/default/files/asset/file/immigration_repro.pdf)

## **Interview with immigrant children.**

[http://teacher.scholastic.com/activities/immigration/young\\_immigrants/](http://teacher.scholastic.com/activities/immigration/young_immigrants/)



### **Video about Ellis Island**

<http://teacher.scholastic.com/activities/immigration/webcast.htm>

### **Scholastic Instructor Lesson on Immigration**

<http://www.scholastic.com/teachers/lesson-plan/immigration-then-and-now>

### **FACTS -National Geographic Kids**

<http://kids.nationalgeographic.com/kids/stories/history/statue-of-liberty/>

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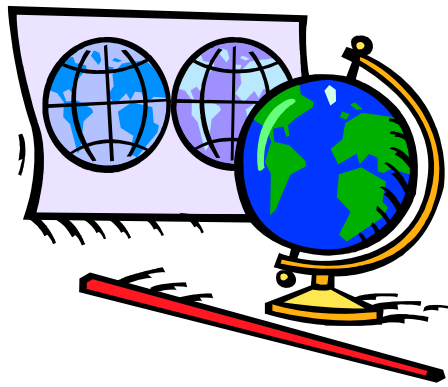
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### **Student Assessment/Reflections:**

Allow students to share their finished assignments in class or display them.



## THE MEMORY COAT WEEKLY OVERVIEW

**Title: The Memory Coat**

**Week/ Section: # 1**

Pages: 1-9

### Summary of Important Events

The story takes place in a small Russian town comprised mostly of Jews. Rachel and her male cousin, Grisha, who are best friends, live with their large extended family. Grisha, an orphan due to an epidemic, came to the family the previous year with a thread-bare coat that he refused to replace. This part of the story tells of their daily events. Grisha and Rachel spend lots of time together in which Rachel makes up stories and Grisha illustrates them in the snow.

### Instructional Strategies / Objectives

-Participate in discussion to deepen understanding of text and to clarify historical fiction elements.

-Read and use sticky notes to relate context clues to vocabulary.

-Complete vocabulary chart

### Vocabulary to be Addressed in Small Group

shtetl (p.3)

commotion (p. 4)

Bubba (p. 4)

epidemic (p. 6)

synagogue (p.6)

## WHEN JESSIE CAME ACROSS THE SEA WEEKLY OVERVIEW

**Title: When Jessie Came Across the Sea**

**Week/ Section: # 1**

Pages: 1-8

### Summary of Important Events

Jessie, an orphan, and her grandmother are introduced. They live in a small farm house with few crops and even fewer possessions. Jessie goes to the rabbi for lessons during the day and returns home to read to her grandmother at night. While Jessie teaches her grandmother to read, grandmother insists that Jessie learn to sew. At the end of summer, the rabbi announces that he must choose one of the villagers to travel to America in his place. While many villagers plead their cases, the rabbi is saddened by how boastful each is. He decides to pray for help in making his choice.

### Instructional Strategies / Objectives

- Participate in discussion to deepen understanding of text and to clarify historical fiction elements.
- Read and use sticky notes to relate context clues to vocabulary.
- Complete vocabulary chart
- Make predictions about what will happen next.

### Vocabulary to be Addressed in Small Group

rabbi (p.3)

synagogue (p.6)

logic (p.7)

guidance (p. 7)

## LILY AND MISS LIBERTY WEEKLY OVERVIEW

Title: **Lily and Miss Liberty**  
Week/ Section: # 1

Pages: 1-15

### Summary of Important Events

The Statue of Liberty has been sent to the United States from France and is being stored until money is raised to build a pedestal for Miss Liberty to stand on. Lily's class is raising money to contribute to the pedestal fund. Lily's mother feels that money should not be spent on the pedestal, but should go to help the poor people living in the city. Lily needs to try and find a way to earn money. Lily's friend, Rachel, says she is French, because her name is French. Lily tells Rachel that her name is also French. The girls argue and Lily goes home and tells her mother. Lily's mother tells her she is named after her mother's sister who lives in Ireland and that Rachel is also not a French name.

Lily wakes up and decides to go out and look for work in her neighborhood. Lily asks Otto if she can sweep the street for him, but he tells her it is his job and he does not have any money to pay her. Next she asks Mr. Kaminsky if she can walk his dog, but he also said no. Lily's mother asked her to take soup to Mrs. Rosen who is sick. Mrs. Rosen asked Lily to go to the grocery store for her. On the way to the grocery store Lily saw her mother's friend, Mrs. Murphy, who asked Lily to watch Sheila. Mrs. Murphy gave Lily a lollipop. When Lily returned with the groceries for Mrs. Rosen, she gave Lily two pennies. Lily realized it will be much harder to earn money than she thought.

### Instructional Strategies / Objectives

- Participate in discussion to deepen understanding of text and to clarify historical fiction elements.
- Read and use sticky notes to relate context clues to vocabulary.
- Complete vocabulary chart

### Vocabulary to be Addressed in Small Group

pedestal (p. 2)  
peddler (p.4)  
street sprinkler (p. 9)  
cobblestones (p. 10)

THE LONG WAY TO A NEW LAND  
WEEKLY OVERVIEW

**Title: The Long Way to a New Land**

**Week/ Section: # 1**

Pages: 7-17

Summary of Important Events

Carl Erik's father realizes that there will be no food for his family during the long winter. Pappa tries to buy food but everyone has left their farms leaving nothing for him to buy. Then a letter comes from Uncle Axel in America. The letter says, *It is a new life here. Come! We will help you. Come to America!* Carl asks his Pappa if they can go to America. That night Carl could not sleep because he was too hungry and couldn't stop thinking about the letter. He overheard his Mamma and Pappa talking in their bed. The next morning Pappa said, "There is not future for us here. We will go to America."

Instructional Strategies / Objectives

-Participate in discussion to deepen understanding of text and to clarify historical fiction elements.

-Read and use sticky notes to relate context clues to vocabulary.

- Complete vocabulary chart

Vocabulary to be Addressed in Small Group

crops (p.8)

moss (p.11)

fierce (p. 14)

## THE MEMORY COAT WEEKLY OVERVIEW

**Title: The Memory Coat**

**Week/ Section: # 2**

Pages: 10 -15

### Summary of Important Events

The Cossacks (a member of a people of southern European Russian and adjacent parts of Asia noted as cavalry men especially during czarist times) came to town seeking to kill all of the Jews. Rachel and Grisha watched in fear from their attic window the great upheaval in the town. That night, their Grandfather declared the need for the family to go to America due to safety. The family sold most of their belongings, packed up, and said their good-byes. The family was frightened due to stories they'd heard of immigrants giving up or failing inspection at Ellis Island. In order to make a good impression, the family wanted Grisha to get rid of his ragged coat, but he refused because the lining was made of wool from his mother's coat. The family sympathized with him, and allowed Grisha to keep his coat.

### Instructional Strategies / Objectives

-Read and use sticky notes to mark places where they had to stop and monitor for meaning.

-Read and use sticky notes to record purposeful questions before, during and after reading.

### Vocabulary to be Addressed in Small Group

Cossacks (p.10)

WHEN JESSIE CAME ACROSS THE SEA  
WEEKLY OVERVIEW

**Title: When Jessie Came Across the Sea**

**Week/ Section: # 2**

Pages: 9-18

Summary of Important Events

The rabbi visits Jessie and her grandmother the next morning to announce that “Jessie will go to America.” Jessie is frightened and does not want to go live with the rabbi’s sister, Kay, in New York City, but obeys the rabbi. Jessie and her grandmother prepare Jessie for her trip and she leaves on a very rainy day. Jessie takes the box which held her mother’s wedding band with her, but leaves the ring with grandmother for safekeeping. At first, the trip is stormy and Jessie is very unhappy, but the weather changes and Jessie begins to sew lace for other passengers to pass the time. Jessie eventually meets and befriends Lou.

Instructional Strategies / Objectives

-Read and use sticky notes to mark places where they had to stop and monitor for meaning.

-Read and use sticky notes to record purposeful questions before, during and after reading.

Vocabulary to be Addressed in Small Group

channel (p.11)

pitied (p.14)

tattered (p.16)



## LILY AND MISS LIBERTY WEEKLY OVERVIEW

Title: **Lily and Miss Liberty**  
Week/ Section: # 2

Pages: 16-30

### Summary of Important Events

Lily wakes up Sunday morning and goes to church with her mother and grandmother. Two ladies in the pew in front of Lily wore hats which blocked her view. Lily thinks that she is glad Miss Liberty does not wear a big hat. Miss Liberty's crown is so much better. Lily then gets an idea, what if she could make crowns like the one Miss Liberty wears and sell them to earn money toward the pedestal. Lily discusses this with her Grandma and she agrees to help Lily design the crown. Lily, Mama, and Grandma all make crowns. Lily writes a poem and makes a sign advertising her crowns.

Papa sets up a shelf for the crowns on wood planks outside the house. Lily sits outside her house with a crown on her head and a little mirror so perspective buyers can see how they will look with a crown. Lily sells some of the crowns to her neighbors, but gives a crown to her friend Rachel. Rachel tells Lily that she is not French. Lily sells all her crowns by 5:00 P.M.

### Instructional Strategies / Objectives

- Read and use sticky notes to mark places where they had to stop and monitor for meaning.
- Read and use sticky notes to record purposeful questions before, during and after reading.

### Vocabulary to be Addressed in Small Group

biscuits (p. 16)  
impatiently (p.17)  
buckram (p. 18)  
extended (p. 21)  
plank (p. 25)  
impulsively (p. 28)  
Bonjour (p.28)  
perched (p.30)

THE LONG WAY TO A NEW LAND  
WEEKLY OVERVIEW

**Title: The Long Way to a New Land**

**Week/ Section: # 2**

Pages: 18-29

Summary of Important Events

Mamma and Pappa work to get ready for their journey to America. They see many other emigrants along the way. After three days of travel they reach the seaport city of Gothenburg. Pappa sells their cart and horses to buy their tickets. The boat would leave the next day, goodbye Sweden.

Instructional Strategies / Objectives

-Read and use sticky notes to mark places where they had to stop and monitor for meaning.

-Read and use sticky notes to record purposeful questions before, during and after reading.

Vocabulary to be Addressed in Small Group

trunk (p.19)

farmor (p.22)

emigrants (p. 24)

inns (p. 25)

seaport (p. 27)

lumber (p.28)

cattle (p. 28)

## THE MEMORY COAT WEEKLY OVERVIEW

**Title: The Memory Coat**

**Week/ Section: # 3**

Pages: 16-22

### Summary of Important Events

Finally, Rachel, Grisha, and their family left their homeland of Russia for America. They traveled by wagon, train, and spent fourteen days on a ship. Rachel and Grisha stayed busy by telling stories and sketching pictures until they reached Ellis Island. There were thousands of people around them as the family worried if they would pass the inspection, be sent back to Russia, or would be separated forever. Rachel and Grisha continued their storytelling until Rachel fell on Grisha and he fell tumbled to the floor and scratched his eye on a basket's lid. By time the inspector lifted his eye with a button-hook, his eye was very red and irritated. The doctor took a quick look and marked an "E" in chalk on the back of Grisha's ragged coat. The family was panicking, realizing that Grisha would be deported back to Russia. Rachel's father tried to explain that Grisha had scratched his eye, but there was no interpreter.

### Instructional Strategies / Objectives

- Read and make connections to text, record connections on sticky notes.
- Identify point of view in the story.
- Rewrite a section of the story in first person.

### Vocabulary to be Addressed in Small Group

din (p. 19)

interpreter (p. 22)

## WHEN JESSIE CAME ACROSS THE SEA WEEKLY OVERVIEW

**Title: When Jessie Came Across the Sea**

**Week/ Section: # 3**

Pages: 19-30

### Summary of Important Events

Although she is amazed by the sights of New York Harbor, Jessie misses her grandmother. Jessie arrives at Ellis Island, where she waits in line and goes through many inspections. Cousin Kay meets Jessie and takes her to her home. Jessie realizes that she has forgotten to say goodbye to Lou. Jessie begins working in Kay's dress shop and saving her coins. One day, Jessie pins some lace to a plain white dress; Cousin Kay and a young bride-to-be decide that the dress is now perfect for a wedding. Soon, Kay's dress shop is full of women looking for wedding dresses made with Jessie's lace. Kay decides that Jessie must learn to read and write English. For the next 3 years, Jessie studies English and sews lace. One wintry day in the park, Jessie meets Lou. The two meet on the park bench each Sunday for the next few weeks.

### Instructional Strategies / Objectives

-Participate in discussion to deepen understanding of text and to clarify historical fiction elements.

-Read and use sticky notes to further discussion

-Make predictions about what will happen next

### Vocabulary to be Addressed in Small Group

inspections (p.21)

trolleys (p.23)

browsing (p.26)

## LILY AND MISS LIBERTY WEEKLY OVERVIEW

Title: **Lily and Miss Liberty**  
Week/ Section: # 3

Pages: 31-47

### Summary of Important Events

On Monday Lily walks to school with the money she collected for Miss Liberty in a purse pinned to her dress. When Lily arrived at the front gate of her school, she sees a Lena standing there crying. Lena tells Lily that she is crying because she does not have any money for the pedestal fund. Lily gives money to Lena to donate to the pedestal fund. Lily gives the money to her teacher who is surprised Lily has so much money. Lily told Mrs. Pearson, her teacher, how her family made crowns to sell. Mrs. Pearson said the class would write a letter to Mr. Pulitzer, who owns the newspaper, telling how the children are raising money and how Lily and her family made the crowns. Mrs. Pearson delivers a sample crown to the newspaper with the letter. Lily tells her family that night how she gave some money to Lena. Mama is still not interested in Miss Liberty.

The ship arrives from France with Miss Liberty packed into 213 crates. It was a rough voyage that took four weeks. Lily makes a crown for her and Rachel to wear to the celebration. Papa took Lily and Rachel to the dock where people were waiting for the ship to arrive. There were bands playing and people cheering.

### Instructional Strategies / Objectives

- Read and make connections to text, record connections on sticky notes.
- Identify point of view in the story.
- Rewrite a section of the story in first person.

### Vocabulary to be Addressed in Small Group

admiringly (p. 31)  
contributions (p.36)  
companion (p. 42)  
accordion (p. 45)

THE LONG WAY TO A NEW LAND  
WEEKLY OVERVIEW

**Title: The Long Way to a New Land**

**Week/ Section: # 3**

Pages: 30-43

Summary of Important Events

The ship they boarded for England was crowded, smelly, dark and noisy. Pappa found a place for them to sleep on the floor near the engine room. Three days later they arrived in England from there they would take the train to Liverpool. The Liverpool port was crowded with Swedish families and other emigrants speaking different languages. Pappa found their bunks and Mamma stuffed the mattresses and laid out the bedding. When the ship was loaded and ready there was a roar of steam and a clang of bells, they were on their way.

Instructional Strategies / Objectives

- Read and make connections to text, record connections on sticky notes.
- Identify point of view in the story.
- Rewrite a section of the story in first person.

Vocabulary to be Addressed in Small Group

docked (p. 32)

meadows (p.34)

vaccinations (p. 38)

stewards (p.43)

## THE MEMORY COAT WEEKLY OVERVIEW

**Title: The Memory Coat**  
**Week/ Section: # 4**

Pages: 23-26

### Summary of Important Events

Rachel promised Grisha that she wouldn't let him return to Russia. Suddenly, Rachel pulled off Grisha's coat and turned it inside out showing the beautiful wool from his mother's coat. The "E" mark was now gone, so they walked Grisha to another line to be inspected again. The new doctor understood Yiddish and was much kinder. The doctor recognized that all Grisha had just a scratch, so Grisha passed through the inspection with the rest of the family. The family celebrated Rachel's brilliance and the beautiful memory coat that Grisha kept and later passed on to his future generations, along with the memory of his mother's love and the family's journey to America.

### Instructional Strategies / Objectives

-Complete assessment

### Vocabulary to be Addressed in Small Group

None

WHEN JESSIE CAME ACROSS THE SEA  
WEEKLY OVERVIEW

**Title: When Jessie Came Across the Sea**

**Week/ Section: # 4**

Pages: 31-36

Summary of Important Events

Jessie continues to write to her grandmother, telling her about her special friend, Lou. On the night that Jessie meets Lou's family, he proposes to her. Jessie promises "soon." Jessie continues sewing and saving money. Eventually, there are enough coins in Jessie's jar to buy a ticket to America. One "breezy" day, a letter comes from grandmother, in her own handwriting, saying that she is on her way to America. Grandmother arrives on a stormy day (just like the day Jessie left) and brings Jessie her mother's wedding band for Jessie and Lou's upcoming wedding.

Instructional Strategies / Objectives

-Complete assessment

Vocabulary to be Addressed in Small Group

None



## LILY AND MISS LIBERTY WEEKLY OVERVIEW

Title: **Lily and Miss Liberty**  
Week/ Section: # 4

Pages: 48 - 64

### Summary of Important Events

Lily came home after the celebration and told her Mama all about it. Lily went outside and told all the neighbors about the celebration at the ship. Some of the neighbors said that they would contribute to the pedestal fund. Also, a wagon stopped and asked Lily if she was the little girl selling the crowns. Lily said she was out of crowns, but would make more. Grandma brought the newspaper home and in the paper was a picture of the crown and the letter Lily's class sent to Mr. Pulitzer. Grandma tells Lily she will help her make more crowns.

The big celebration to honor Miss Liberty's arrival from France was on June 19, 1885. A month later all the money needed to complete the pedestal had been raised. Mr. Pulitzer, the publisher of the World newspaper promised to print in his newspaper the name of everyone who donated to the pedestal fund. On October 28, 1886 *Liberty Enlightening the World* was ready. On that day her face was covered by a gigantic French flag. After the statute was presented to the United States, Mr. Bartholdi, the sculptor, pulled the cord and the statue was unveiled. Lily and her family stood at Battery Park watching the ceremony.

### Instructional Strategies / Objectives

-Complete assessment

### Vocabulary to be Addressed in Small Group

interrupted (p. 49)  
enlightening (p.54,58)  
sculptor (p.58)

## THE LONG WAY TO A NEW LAND WEEKLY OVERVIEW

**Title: The Long Way to a New Land**  
**Week/ Section: # 4**

Pages: 44-63

### Summary of Important Events

The next part of the journey was not so smooth. While on the ship all of the emigrants had to share food and living space. There was a storm that raged on for three days. The emigrants were locked in the ship, Momma and Jonas had become ill and someone on the ship had died. After the storm was over the crew unlocked the hatches and they were allowed back on deck. Pappa met a man who showed him a little book called *Handbook for the Emigrant*. Everyday Carl and Pappa read from the book and memorized some English phrases.

On the twelfth day they reached the New York coast. Everyone rushed to get off of the boat. They stood in line and had their baggage checked and their health examinations. When they reached the front of the line the men checked Pappa's papers and asked him many questions. Finally it was over. Carl looked around the large room. He saw the long lines of emigrants, he heard their many languages and he tasted the fresh wheat bread and the sweet butter of his new land. As Carl leaned over to his Pappa he whispered, "*Now we are arrived.*"

### Instructional Strategies / Objectives

-Complete assessment

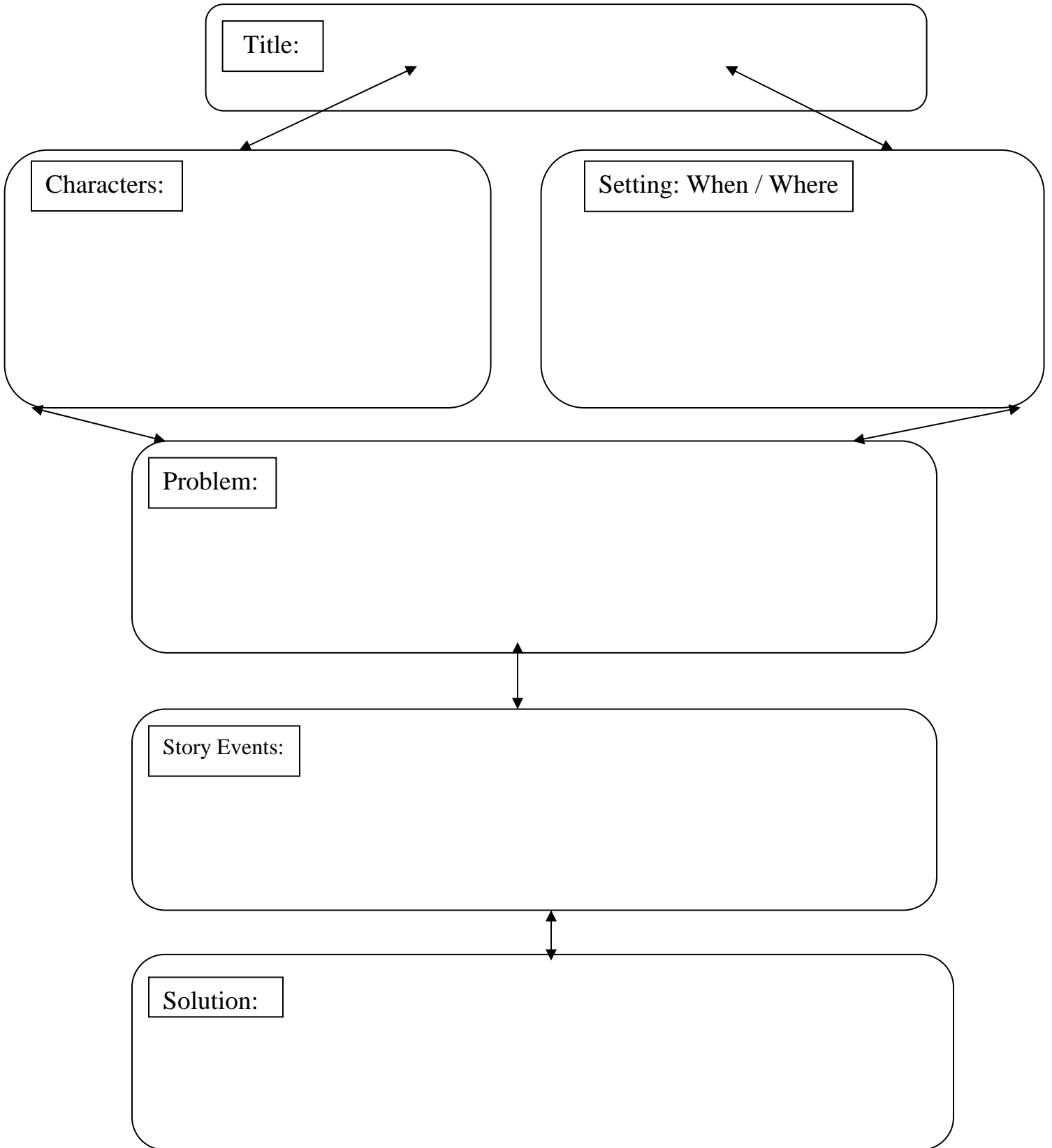
### Vocabulary to be Addressed in Small Group

hatch (p.49)

Name: \_\_\_\_\_

**Historical Fiction Genre Unit Optional Formative Assessment**

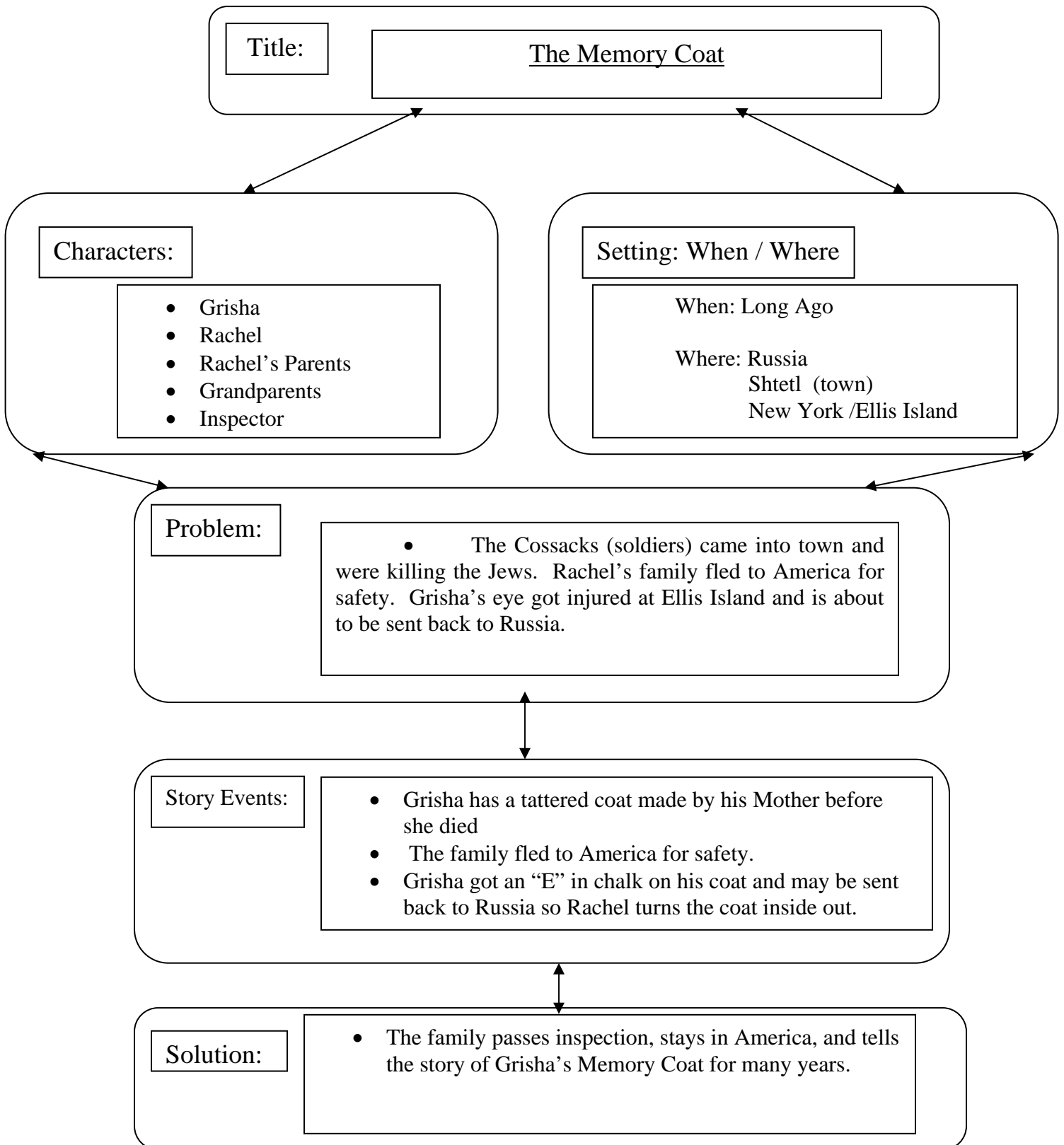
**Please complete the story map below using the information from the historical fiction book that you read.**



Name: \_\_\_\_\_

## Historical Fiction Genre Unit Optional Formative Assessment

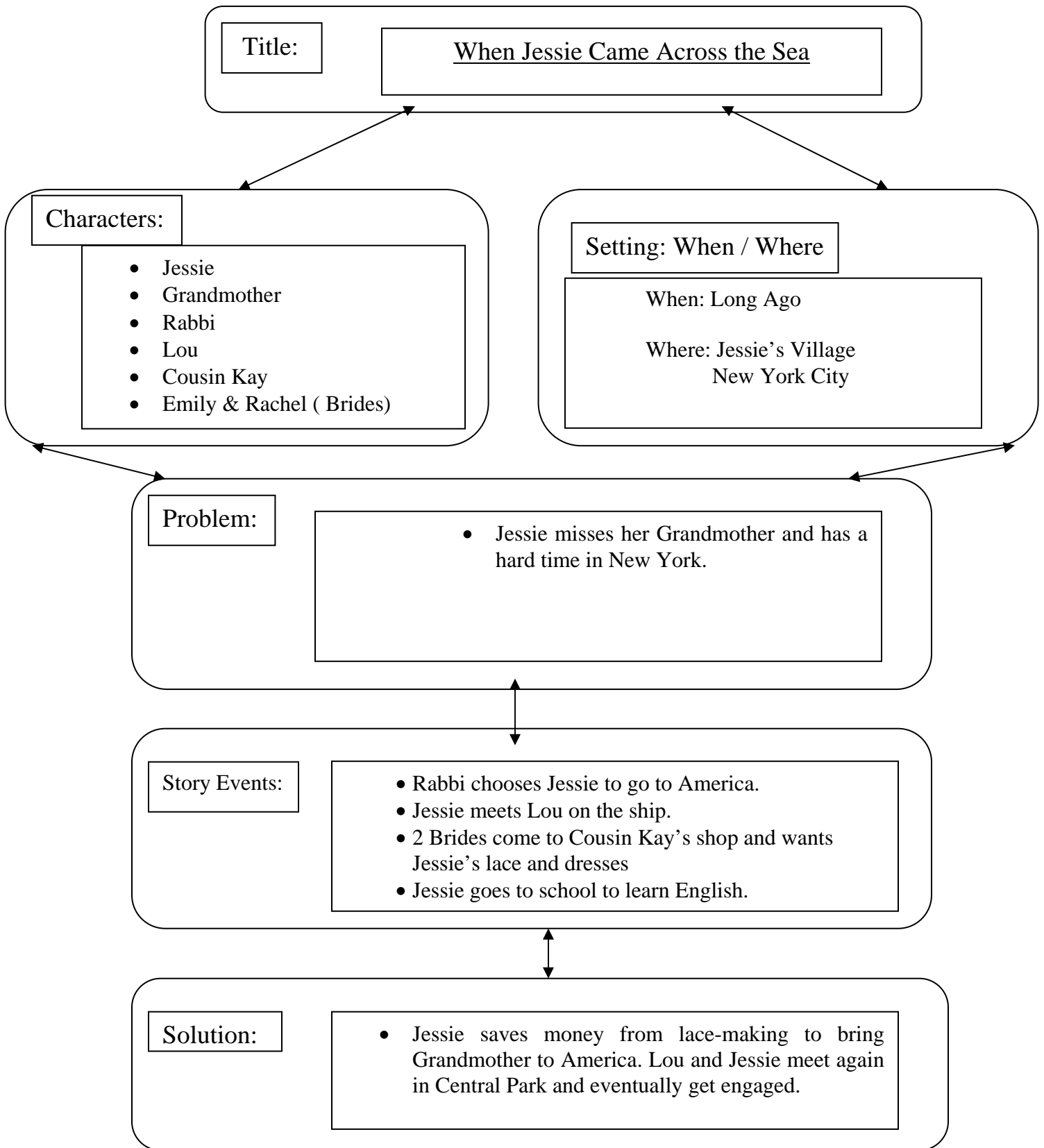
Please complete the story map below using the information from the historical fiction book that you read.



Name: \_\_\_\_\_

## Historical Fiction Genre Unit Optional Formative Assessment

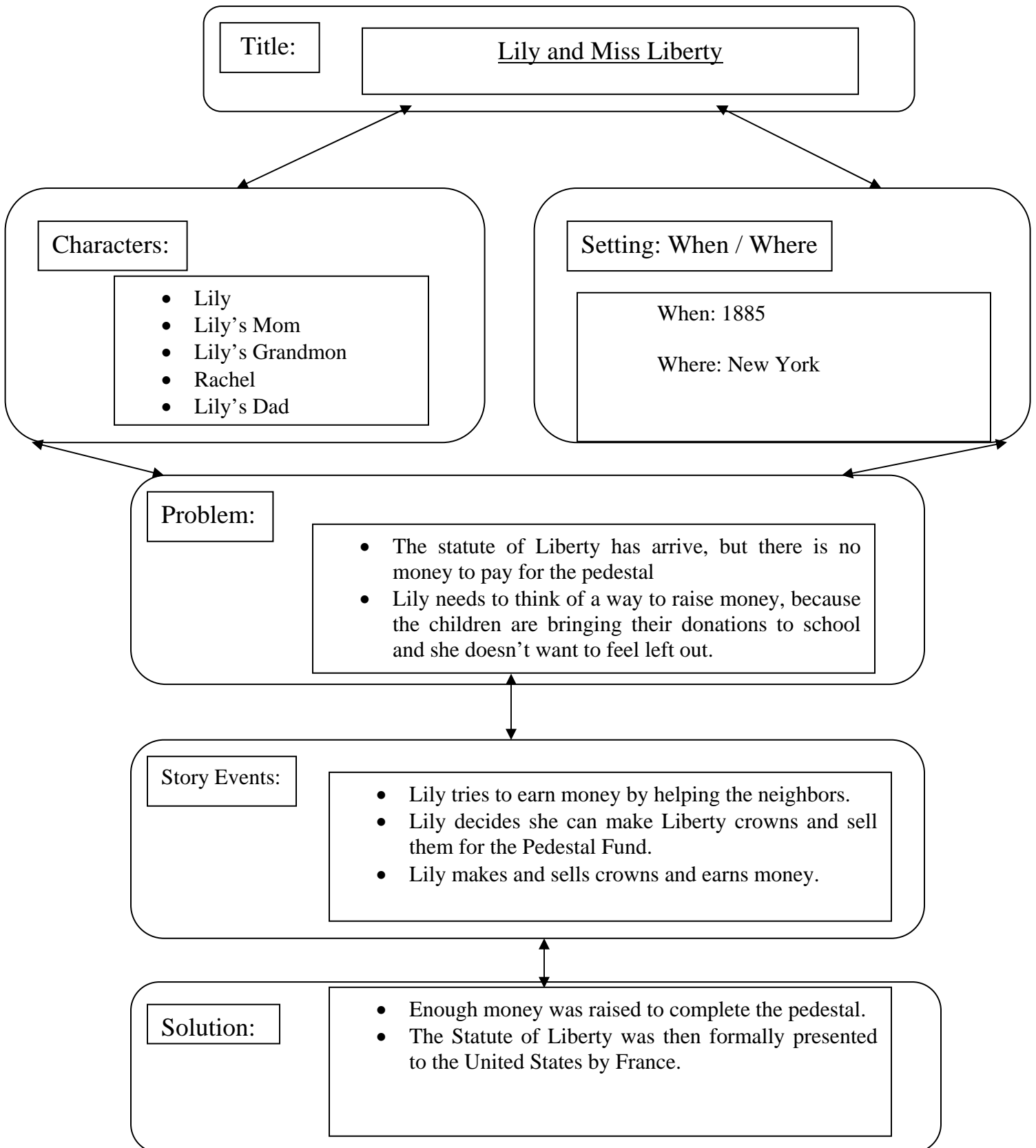
Please complete the story map below using the information from the historical fiction book that you read.



Name: \_\_\_\_\_

## Historical Fiction Genre Unit Optional Formative Assessment

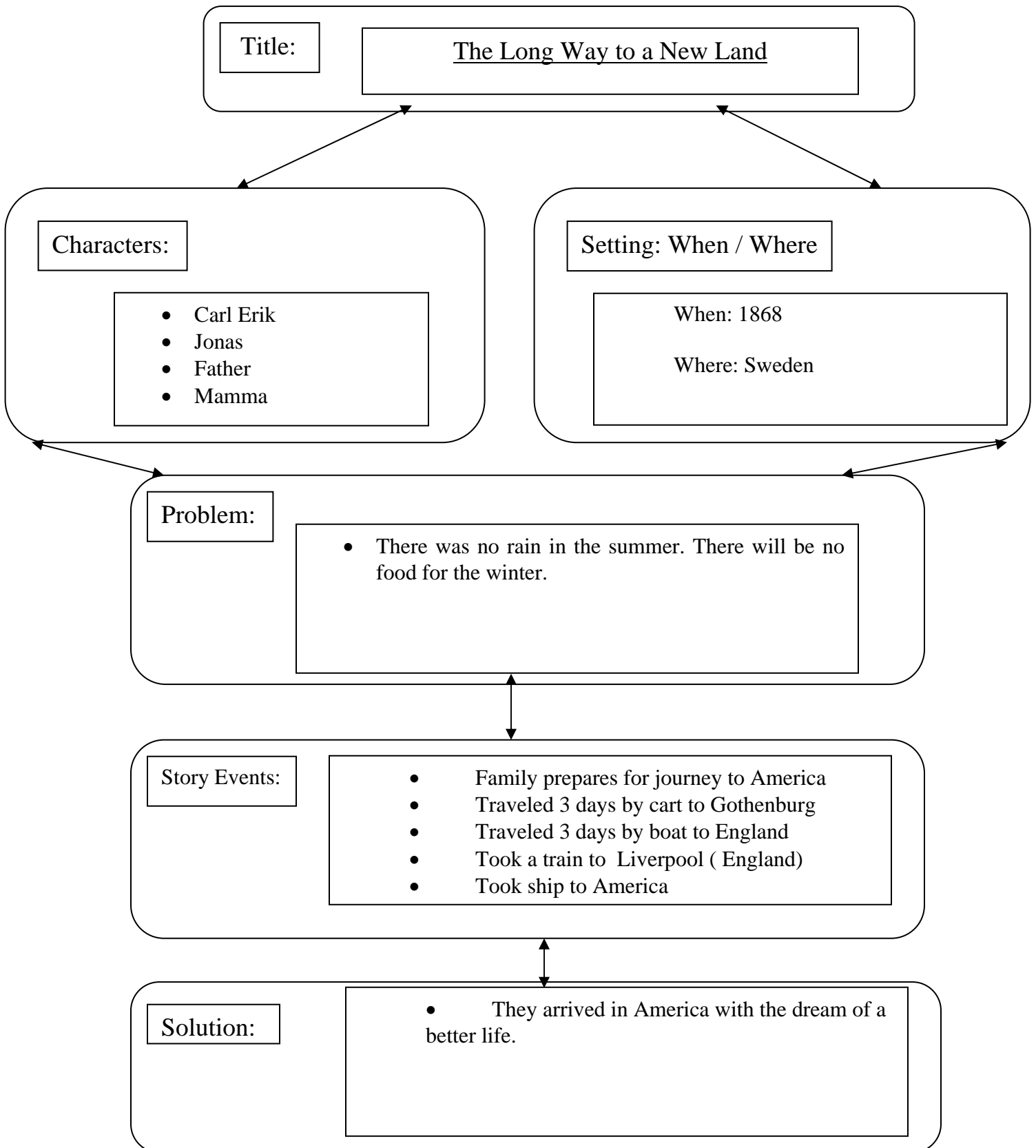
Please complete the story map below using the information from the historical fiction book that you read.



Name: \_\_\_\_\_

## Historical Fiction Genre Unit Optional Formative Assessment

Please complete the story map below using the information from the historical fiction book that you read.



# Historical Fiction Unit Optional Formative Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_

Please answer each of the following open-ended questions using your best writing. Each question is worth 4 points.

1. What is historical fiction?

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2. We have been discussing immigration and why different groups of people moved to America. Explain the part that immigration played in the text that you read (What did immigration have to do with your story?)

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3. Find a place in your text where you needed to stop and re-read to help you understand. Write down the page number and tell what you were thinking as you monitored for meaning.

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Now find another place in your text where you were able to visualize (create a movie in your mind) to help you understand what you read. Please write down the page number and tell about your visualization.

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4. Write down 3 questions that you had while reading, or after finishing, the text.

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5. List 2 connections that you made while reading your book.

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6. Was your story told from the First Person Point of View or Third Person Point of View? Using a complete sentence, tell how you know.

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**EXTRA CREDIT**

Write down 3 facts that you learned about The Statue of Liberty.

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**Historical Fiction Unit Optional Formative Assessment**  
**The Long Way to a New Land**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Please answer each of the following open-ended questions using your best writing. Each question is worth 4 points.**

1. What is historical fiction?

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2. We have been discussing immigration and why different groups of people moved to America. Who was immigrating in the story? Why were they immigrating?

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3. Find a place in your text where you needed to stop and re-read to help you understand. Write down the page number and tell what you were thinking as you monitored for meaning.

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Now find another place in your text where you were able to visualize (create a movie in your mind) to help you understand what you read. Please write down the page number and tell about your visualization.

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4. Write down 2 questions that you had while reading, or after finishing, the text.

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5. List 1 connection that you made while reading your book.

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6. Was your story told from the first person point of view. Using a complete sentence, tell how you know.

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**EXTRA CREDIT**

Write down 2 facts that you learned about The Statue of Liberty.

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## Answer Key

1. Historical fiction is a work of fiction that relates to a specific time period in history. Although the characters are fictional, the events they experienced and the problems they faced are based on actual events in history such as: Immigration to America, The Pilgrims, The Holocaust, and the Revolutionary War. While the story elements are not factual, these stories are meant to give children a better understanding of what life might have been like during that period in history.
2. Sample answer: In the story *The Long Way to a New Land* Carl Erik and his family were immigrating to America from Sweden. They immigrated because there was no rain in the summer so their crops did not grow which meant there would be no food for the winter.
3. Answers will vary
4. Answers will vary
5. Answers will vary
6. My story was told from the third person point of view. This book is told by someone outside the story. The words “I”, “we” or “us” are not used in the story.  
The characters are spoken about.

### EXTRA CREDIT

Some facts may include but are not limited to:

- It was a gift from France to the United States
- Symbol of freedom
- Located on Ellis Island

# THE MEMORY COAT

## Open ended questions

Directions: Read the following open-ended questions and use information from the story and your own ideas to support your responses. Write your responses on a separate piece of paper.

Passing the inspection at Ellis Island was very scary for Rachel, Grisha and their family. They thought Grisha would be sent back to Russia due to his very red eye or his very ragged coat.

- Explain how Grisha or Rachel felt when thinking Grisha could not join the family in America.
- Would you have gotten rid of your memory coat in order to pass the inspection and live in America? Explain why or why not.

Use details from the story to support your response.

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Use details from the story to support your response.

# WHEN JESSIE CAME ACROSS THE SEA

## Open ended questions

Directions: Read the following open-ended questions and use information from the story and your own ideas to support your responses. Write your responses on a separate piece of paper.

Throughout the story, Jessie experiences many different emotions (such as fear, sadness, excitement, happiness.)

- Describe an emotion that Jessie experienced and explain what made her feel that way.
- Describe a time when you experienced a similar emotion. What made you feel that way?

Use details from the story to support your response.

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## Open ended questions

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Throughout the story, Jessie experiences many different emotions (such as fear, sadness, excitement, happiness.)

- Describe an emotion that Jessie experienced and explain what made her feel that way.
- Describe a time when you experienced a similar emotion. What made you feel that way?

Use details from the story to support your response.



## Lily and Miss Liberty

### Open ended questions

Directions: Read the following open-ended questions and use information from the story and your own ideas to support your responses. Write your responses on a separate piece of paper.

Lily and her classmates were trying to raise money to help pay for the pedestal for the Statute of Liberty to stand on.

- What were some of the things the children did to raise money?
- If you were raising money for the pedestal, tell how you would raise the money.

Use details from the story to support your response.

## Lily and Miss Liberty

### Open ended questions

Directions: Read the following open-ended questions and use information from the story and your own ideas to support your responses. Write your responses on a separate piece of paper.

Lily and her classmates were trying to raise money to help pay for the pedestal for the Statute of Liberty to stand on.

- What were some of the things the children did to raise money?
- If you were raising money for the pedestal, tell how you would raise the money.

Use details from the story to support your response.

# THE LONG WAY TO A NEW LAND

## Open ended questions

Directions: Read the following open-ended questions and use information from the story and your own ideas to support your responses. Write your responses on a separate piece of paper.

Life in Sweden was becoming very difficult for Carl Erik and his family. They have decided to leave their homeland and start a new life in America.

- Explain how the family prepared for their journey.
- Tell how you would feel if your family decided to move to a new country.

Use details from the story to support your response.

# THE LONG WAY TO A NEW LAND

## Open ended questions

Directions: Read the following open-ended questions and use information from the story and your own ideas to support your responses. Write your responses on a separate piece of paper.

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**OPEN-ENDED SCORING RUBRIC**  
For Reading, Listening, and Viewing  
(Modified)

<b>Points</b>	<b>Criteria</b>
<b>4</b>	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides a clear and focused explanation/opinion that links to or extends aspects of the text.
<b>3</b>	A 3-point response demonstrates an understanding of the task, addresses all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
<b>2</b>	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
<b>1</b>	A 1-point response demonstrates minimal understanding of the task, does not address part of the requirements, and provides only a vague reference to or no use of the text.
<b>0</b>	A 0-point response is irrelevant or off-topic.

## Open-Ended Scoring Guide for Reading, Listening, and Viewing

Points	Guide
<b>4</b>	<p>A student at this score point:</p> <ul style="list-style-type: none"> <li>• Synthesizes the passage/story</li> <li>• Draws appropriate and logical conclusions that are elaborated</li> <li>• Makes relevant and controlled use of text</li> <li>• Provides appropriate details and accurate explanations</li> </ul>
<b>3</b>	<p>A student at this score point:</p> <ul style="list-style-type: none"> <li>• May synthesize the story but specific text reference may only be implied</li> <li>• Provides a simple but accurate explanation</li> <li>• Makes relevant use of text to support or explain</li> <li>• Draws appropriate conclusions that may be elaborated</li> </ul>
<b>2</b>	<p>A student at this score point:</p> <ul style="list-style-type: none"> <li>• Provides some text reference which may be incorrect or provides a general explanation that omits specific links to the text</li> <li>• May focus on irrelevant or minor details</li> <li>• May simply retell the story or passage</li> <li>• May imply story details by relating life experiences, by describing story elements, or by identifying concepts in the passage</li> </ul>
<b>1</b>	<p>A student at this score point:</p> <ul style="list-style-type: none"> <li>• Misinterprets the task or fails to address part of the task</li> <li>• Presents one simple idea or detail</li> <li>• Provides no explanation</li> <li>• Does not clearly refer to the text</li> </ul>
<b>0</b>	<p>A student at this score point:</p> <ul style="list-style-type: none"> <li>• Completely misinterprets the task</li> <li>• Merely selects key words or phrases from the task or the title</li> <li>• Shows no evidence of having read the story</li> </ul>