

**Project Bright IDEA 2: Interest Development Early Abilities**

**A Jacob Javits Gifted Education Program  
Funded by the US Department of Education  
2004-2009**



**Concept: Systems**

**Topic: Immigration**

**By: Tamela Foraker-Cornejo & Jessica Nelson**

**Grade Level: 5**

**The North Carolina Department of Public Instruction  
Exceptional Children Division  
Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

Big Ideas Manifested

**Topic - Immigration**  
**Text – Good Fortune: My Journey to Gold Mountain**  
**Author – Li Keng Wong**

Concepts	Themes
<ul style="list-style-type: none"> <li>• Systems</li> <li>• Power</li> <li>• Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Systems create order</li> <li>• Systems are interdependent on one another</li> <li>• Power may be used or abused</li> <li>• Power takes many forms (economic, political, class, racial)</li> <li>• Everything is involved in relationships</li> <li>• Relationships are temporary and permanent</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>• Fairness &amp; Equality</li> <li>• Cultural Acceptance</li> <li>• Global vs. Local Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Survival of oneself and family</li> <li>• Prejudice</li> <li>• Economic/social class</li> <li>• Political</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>• Adaptation</li> <li>• Decision making in legal and social policy</li> <li>• Empathy and cultural sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>• Wealth equals power</li> <li>• Money equals happiness</li> <li>• Human relationships are necessary for survival</li> </ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>• Existence of “Gold Mountain”</li> <li>• You should always tell the truth/honesty is the best policy</li> </ul>	<ul style="list-style-type: none"> <li>• Land of opportunity/Grass is greener</li> <li>• White American entitlement</li> <li>•</li> </ul>



**Concept: Systems**

**Topic: Immigration**

**Suggested Text Selection(s): Good Fortune, My Journey to Gold Mountain**

**Look, Listen and Identify:**

**Intelligent Behaviors**

**Story Focus:** Thinking flexibly; questioning and posing problems; thinking and communicating with clarity and precision; innovating, imagining, creating; thinking interdependently; persisting; responding with wonderment and awe

**Student Activities:** Metacognition; questioning and posing problems; thinking with clarity and precision; creating, imagining, innovating; thinking interdependently; persisting; thinking flexibly; listening with understanding and empathy; applying past knowledge to new situations; remaining open to continuous learning; taking responsible risks

**NC Standards:**

**Goal 3:**

**3.01** Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.

**3.02** Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.

**3.03** Identify examples of cultural interaction within and among the regions of the United States.

**3.04** Hypothesize how the differences and similarities among people have produced diverse American cultures.

**3.05** Describe the religious and ethnic impact of settlement on different regions of the United States.

**3.06** Compare and contrast the roles various religious and ethnic groups have played in the development of the United States with those of Canada, Mexico, and selected countries of Central America.

**3.07** Describe art, music, and craft forms in the United States and compare them to various art forms in Canada, Mexico, and selected countries of Central America.

**Goal 4:**

**4.02** Explain when, where, why, and how groups of people settled in different regions of the United States.

**4.03** Describe the contributions of people of diverse cultures throughout the history of the United States.

**4.06** Evaluate the effectiveness of civil rights and social movements throughout United States' history that reflect the struggle for equality and constitutional rights for all citizens.

**Local Pacing Guide Timeline:** Nine or ten 45 minute sessions, expanded if needed

**Thinking Skills Focus: Describing similarities and differences,**

**Topic Focus: Immigration, Social acceptance & responsibility**

**Concept Focus: Systems, Power & Relationships**

**Overarching Generalizations:**      Systems create order  
Power may take many forms (eg. Political, social,  
environmental, racial, economic, et cetera)  
Relationships are unifying and dividing

**More Complex Generalizations (Two or more concepts):**  
Systems follow rules  
Power may be used or abused  
Everything is involved in a relationship

**Directions for Teachers:**

Display sentence strips with the generalizations. Discuss topics and vocabulary words needed to gain a deeper understanding of the conceptual lessons.

**Suggested Topics for Discussion:**

Diversity of cultures, racism, social responsibility, social class, growth and change

**Suggested Vocabulary Words for Discussion:****A Six-Step Process for Teaching Academic Vocabulary Terms:**

1. Provide a description, explanation or example of the new vocabulary term.
2. Ask students to restate the description, explanation or example in their own words using complete sentences.
3. Ask students to construct a picture, symbol or graphic representing the term or phrase.
4. Engage the students periodically in activities that help them add to their knowledge of the terms in a booklet that they have created (Keep it simple.)
5. Periodically ask students to discuss the terms with one another (**Think** of your favorite vocabulary words from the unit; **pair** with a vocabulary buddy, **share** by discussing the vocabulary terms with your vocabulary buddy.) Teacher should model process each time before students do the Think, Pair, Share with Vocabulary Buddy.
6. Construct games to periodically involve students and allow them to play with the terms.

Robert Marzano

**Vocabulary Extension:**

Select a generalization(s) and essential questions. Introduce one or more of the following topics:

### Six Facets of Understanding

<b>Facet 1 – EXPLANATION</b>
What are the reasons that it is important for a country to set laws that limit or regulate immigration? Justify?
<b>Facet 2 - INTERPRETATION</b>
Why does it matter that we discuss the history of immigration. How does it relate to immigration today?
<b>Facet 3 - APPLICATION</b>
What changes need to be made to the current immigration laws to allow for fair and legal immigration?
<b>Facet 4 - PERSPECTIVE</b>
What are the different points of view about immigration to the United States in the past and the present?
<b>Facet 5 – EMPATHY</b>
What would it feel like to know you are not welcome somewhere?
<b>Facet 6 – SELF-KNOWLEDGE</b>
How are my views about immigration shaped by experiences, prejudices, knowledge from books etc?

**Read:  
Task Rotation Learning Activities**

**5<sup>th</sup> Grade**

**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

<p align="center"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>List the laws that prevented the Chinese from being able to immigrate to “Gold Mountain” in the 1800’s.</p> <p align="center"><b>(VL) LM VS MR BK N IE IA</b></p>	<p align="center"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Write a letter to Cousin Soe, who stayed in your village, and try to persuade her to come to “Gold Mountain”. Remember – Cousin Soe does not know what “Gold Mountain” is like – use details to describe.</p> <p align="center"><b>(VL) LM VS MR BK N (IE) IA</b></p>
<p align="center"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Compare and contrast “Gold Mountain” with Gee Li Keng’s home in China. Use the open compare/contrast.</p> <p align="center"><b>(VL) LM (VS) MR BK N IE IA</b></p>	<p align="center"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Imagine your own magical “Gold Mountain” and create a picture depicting your ideal place to live.</p> <p align="center"><b>VL LM (VS) MR BK N IE (IA)</b></p>

**Real World Connections With Products:**



**Real World Applications:**

**Real World Terms:**

**Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.**

**Concept Focus:**

**Overarching Generalizations:**

**More Complex Generalizations (Two or more concepts):**

**Essential Question**

**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

**Intelligent Behaviors:**

**Literary Perspectives:**

**Student/Teacher Reflections**

## Technology Task Rotation Learning Activities

### 5<sup>th</sup> Grade

All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Go to <a href="http://memory.loc.gov/learn/features/immig/mexican_voc.html">http://memory.loc.gov/learn/features/immig/mexican_voc.html</a>. Complete the activity on the webpage. Once completed, look up each word and take notes on the definition, the derivation, and the first record of use using the following website: <a href="http://www.etymonline.com">http://www.etymonline.com</a>. Create a game using these new words in addition to 15 words you choose from the etymology dictionary website. Examples include flash cards, a board game, et cetera. Play the game with a classmate(s).</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Go to <a href="http://memory.loc.gov/learn/features/immig/interv/toc.php">http://memory.loc.gov/learn/features/immig/interv/toc.php</a>. Select several interviews to read. You are a reporter for CNN doing a story on the immigrant experience, write questions that you would ask an immigrant today. With the help of a teacher or parent, conduct your interview. Possibilities include arranging this with the ESL teacher or with a family friend. Tape record or videotape your interview to share with the class.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Go to <a href="http://memory.loc.gov/learn/features/immig/chinese2.html">http://memory.loc.gov/learn/features/immig/chinese2.html</a>. Choose an immigrant group from the pictures on the left and read the text. Utilizing the timeline on the webpage, find patterns of increases and decreases of the number of members of this immigrant group coming to the United States. Then, create a display showing the changes over time and prepare an oral presentation explaining why those changes occurred.</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Go to <a href="http://memory.loc.gov/learn/features/immig/cuban_voc.html">http://memory.loc.gov/learn/features/immig/cuban_voc.html</a>. Complete the activity on the webpage. Then, choose an instrument to include in a song or rhythmic poem you create about immigration to perform for the class.</p>

<b>V _ L _ S _ M _ B _ P _ I _ N _</b>	<b>V _ L _ S _ M _ B _ P _ I _ N _</b>
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**Concept Focus:**

**Overarching Generalizations:**

**More Complex Generalizations (Two or more concepts):**

**Essential Question(s):**

**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

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**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

**Intelligent Behaviors:**

**Literary Perspective:**

**Student/Teacher Reflections**

**Concept:**

**Topic:**

**Generalization(s):**

**Essential Question(s):**

## Task Rotation Learning Activities

### 5<sup>th</sup> Grade

**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p style="text-align: center; margin-top: 100px;"><b>(VL)</b> LM VS MR BK N IE IA</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p style="text-align: center; margin-top: 100px;"><b>(VL)</b> LM VS MR BK N <b>(IE)</b> IA</p>
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### Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
<b>1</b>	Using the website from the task rotation, complete the activity on the webpage. Once completed, create a game using these new words in addition to fifteen words you choose from an English-Spanish dictionary. Play your game with a classmate.	Research the reasons people immigrant to the United States. Create a chart or graph to explain your data. You are a member of the U.S. Congress: write a position paper on your immigration policy.		
<b>2</b>	Using the website from the task rotation, complete the activity on the webpage. On a world map, label the following Spanish-speaking countries: Andorra, Argentina, Belize, Bolivia, Chile, Colombia, Costa Rica, Cuba, USA, Equador, Galapagos, El Salvador, Spain, Guatemala, Mexico, Paraguay, Peru, Puerto Rico, Rep. of Honduras, Rep. of Nicaragua, Rep. of Panama, Dominican Republic, Uruguay, and Venezula. Once completed, create a game using these words, in addition to 15 words you choose from an English-Spanish dictionary. Play your game with a classmate.			



3	Using the website from the task rotation, complete the activity on the webpage. Then, using these words in addition to 15 words of your choice, look up the year of origin on the etymology website and create a timeline. Once completed, create a game using all of these words. Play your game with a classmate.			
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**Overarching Generalizations:**

**More Complex Generalizations (Two or more concepts):**

**Essential Question:**

**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

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**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

**Intelligent Behaviors:**

**Literary Perspective:**

**Student/Teacher Reflections:**

**Student Reflections and Assessments  
Task Rotation Learning Experience  
5<sup>th</sup> Grade**

**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Pick three immigrant groups and describe how the movement of these people affected life within the United States. Be sure to include cultural, legal, economic, and societal changes that these groups had.</p> <p>Choose one of the following ways to share your information:</p> <ol style="list-style-type: none"> <li>1. essay</li> <li>2. power point presentation</li> <li>3. visual display of information</li> </ol> <p style="text-align: center;"><b>(VL) LM (VS) MR BK N IE IA</b></p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Ask your family where your ancestors immigrated from. If more than one country, choose one. Partner with a classmate from a different country of origin. Now from the perspective of an immigrant from that country, create a discussion comparing and contrasting your experiences, views, and feelings of coming to the United States. In addition, describe the traditions your family has maintained from the original culture as compared to American culture.</p> <p style="text-align: center;"><b>(VL) LM VS MR (BK) N (IE) (IA)</b></p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p>

<p><b>When thinking about the controversy(s) surrounding the issue of immigration, decide whether you think that our borders should have an open immigration policy or a closed immigration policy. Be sure to include evidence supporting your decision and references to past policies and historical events. Create a speech defending your position.</b></p> <p><b>(VL) LM VS MR BK N IE (IA)</b></p>	<p><b>Present a depiction of the many cultures that have blended within the United States and how this has helped shape what “American culture” is today. Choose one of the following ways to display your message:</b></p> <ol style="list-style-type: none"> <li><b>1. poem</b></li> <li><b>2. song</b></li> <li><b>3. illustration/portrait</b></li> <li><b>4. photographic essay</b></li> <li><b>5. video documentary</b></li> </ol> <p><b>(VL) LM (VS) (MR) BK N IE (IA)</b></p>
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**Overarching Generalizations:**

**More Complex Generalizations (Two or more concepts):**

**Essential Question:**

**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

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**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**

**Intelligent Behaviors:**

**Literary Perspective:**

**Student/Teacher Reflections**

**Math Student Reflections and Assessments**

**Task Rotation Learning Experience**

**K-2**

**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

<p><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>
<p><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>

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**Materials Needed for Task Rotation and/or Task Rotation Menu**

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**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

**Intelligent Behaviors:**

**Literary Perspective:**

**Student/Teacher Reflections:**

**Additional Support Materials:**

**Favorite Read-Alouds:**

**Finger Plays, Nursery Rhymes and Songs:**

**Video Clips:**

**Paintings & Prints:**

## Teacher Reflections

### Literary Selection

**Date**

**School**

**Grade**

1. What were the strengths of the task rotations and/or other activities?
2. How did the task rotations and/or activities reveal students' Intelligent Behaviors? Please discuss how each Intelligent Behavior manifested it self.
3. What would you change or add the next time you taught this lesson?
4. What opportunities for growth does the resource unit have?
5. What were "ah ha's?" for the students? For teachers?

**APPENDIX  
A**

**Additional Instructional Concept-Based Activities**

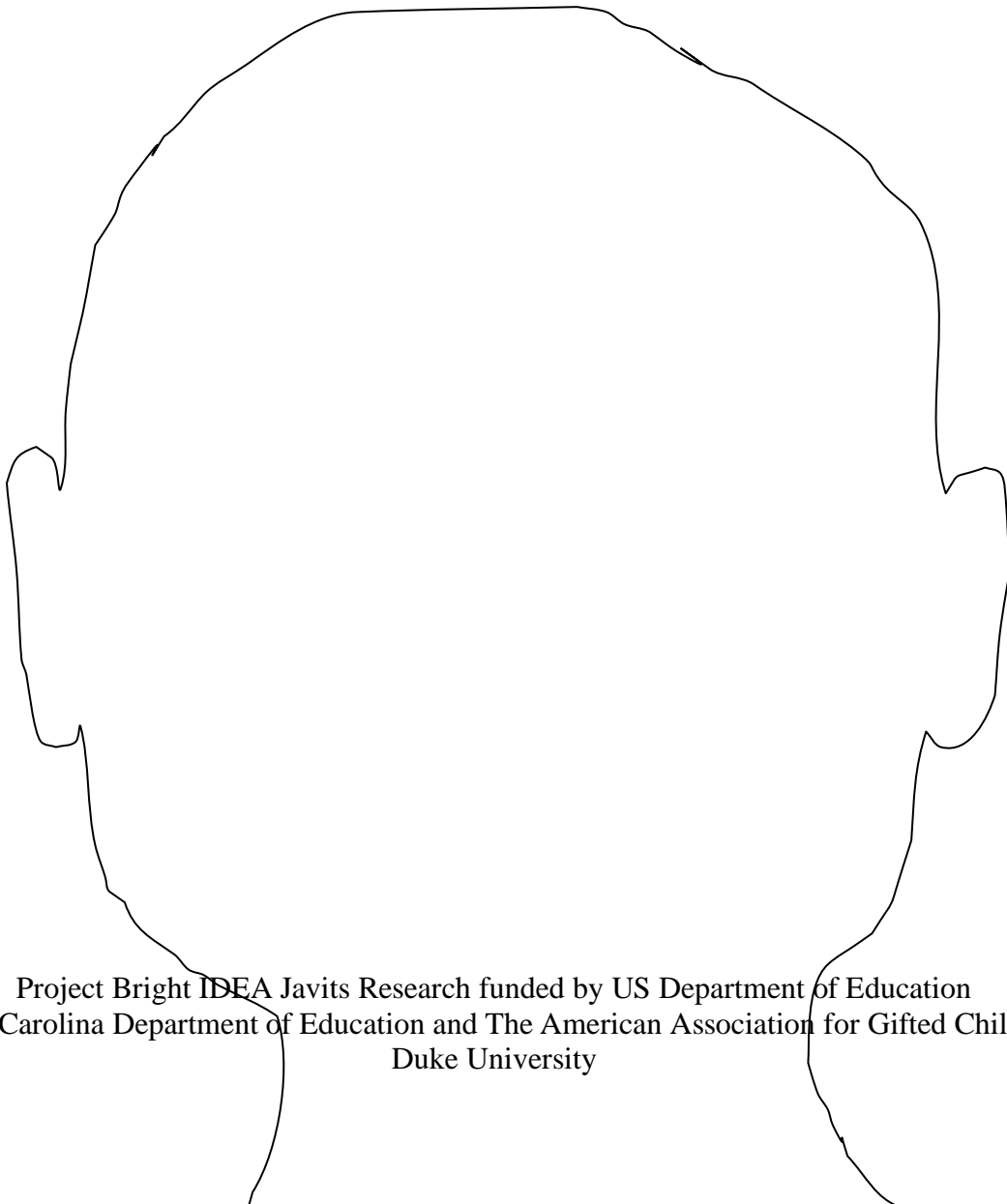
**The House on Mango Street—Open Mind**

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

**Date:** \_\_\_\_\_

**Directions:** Put yourself into Mamacita's place at the end of p. 89. Fill in the open mind diagram below with objects, images, symbols and quotations from the story to provide a picture of what might be going through her mind. ***Be sure that you follow each quote with the page number on which it appears. You must include at least 2 quotations in your open mind.***

On the back of this sheet write a paragraph explaining what you drew and wrote inside the open mind.



## Appendix B

### *No Speak English*

*Mamacita* is the big mama of the man across the street, third-floor front. Rachel says her name ought to be *Mamasota*, but I think that's mean.

The man saved his money to bring her here. He saved and saved because she was alone with the baby boy in that country. He worked two jobs. He came home late and he left early. Every day.

Then one day *Mamacita* and the baby boy arrived in a yellow taxi. The taxi door opened like a waiter's arm. Out stepped a tiny pink shoe, a foot soft as a rabbit's ear, then the thick ankle, a flutter of hips, fuchsia roses and green perfume. The man had to pull her, the taxicab driver had to push. Push, pull. Push, pull. Poof!

All at once she bloomed. Huge, enormous, beautiful to look at, from the salmon-pink feather on the tip of her hat down to the little rosebuds of her toes. I couldn't take my eyes off her tiny shoes.

Up, up, up the stairs she went with the baby boy in a blue blanket, the man carrying her suitcases, her lavender hatboxes, a dozen boxes of satin high heels. Then we didn't see her.

Somebody said because she's too fat, somebody because of the three flights of stairs, but I believe she doesn't come out because she is afraid to speak English, and maybe this is so since she only knows eight words. She knows to say: *He not here* for when the landlord comes, *No speak English* if anybody else comes, and *Holy smokes*. I don't know where she learned this, but I heard her say it one time and it surprised me.

My father says when he came to this country he ate hamandeggs for three months. Breakfast, lunch, and dinner. Hamandeggs. That was the only word he knew. He doesn't eat hamandeggs anymore.

Whatever her reasons, whether she is fat, or can't climb the stairs, or is afraid of English, she won't come down. She sits all day by the window and plays the Spanish radio show and sings all the homesick songs about her country in a voice that sounds like a seagull.

Home. Home. Home is a house in a photograph, a pink house, pink as hollyhocks with lots of startled light. The man paints the walls of the apartment

pink, but it's not the same you know. She still sighs for her pink house, and then I think she cries. I would.

Sometimes the man gets disgusted. He starts screaming and you can hear it all the way down the street.

*Ay* she says, she is sad.

Oh, he says. Not again.

*Cuando, cuando, cuando?* She asks.

*Ay, caray!* We *are* home. This *is* home. Here I am and here I stay. Speak English. Speak English.

*Ay! Mamacita*, who does not belong, every once in a while lets out a cry, hysterical, high, as if he had torn the only skinny thread that kept her alive, the only road out of that country.

And then to break her heart forever, the baby boy, who has begun to talk, starts to sing the Pepsi commercial he heard on TV.

No speak English, she says to the child who is singing in the language that sounds like tin. No speak English, no speak English, and bubbles into tears. No, no, as if she can't believe her ears.