

## Lesson Plan People Profiles

<b>Grade Level:</b> 2 <sup>nd</sup> and 3 <sup>rd</sup> Grade	<b>Subject:</b> Civics & American History: Emergence of Modern US – People Profiles	<b>Duration:</b> 5-10 days to read stories; 1-2 days for profiles
---	---	---

<p><b>Arizona Social Studies Standards:</b></p> <p><b>History:</b> S1C7PO2 – 3<sup>rd</sup> S1C1PO3 – 3<sup>rd</sup> S1C1PO4 – 2<sup>nd</sup></p> <p><b>Civics:</b> S3C4PO1 – 2<sup>nd</sup> S3C4PO4 – 2<sup>rd</sup> S3C4PO3 – 3<sup>rd</sup></p>	<p><b>Big Idea:</b></p> <p>Change: People and Places</p>	<p><b>Essential Question(s):</b></p> <p>What common traits, goals, and customs do a variety of ethnic groups share? What can we learn from immigrants' hardships? What character traits are important to preserving and improving democracy? What contributions did immigrants make to American culture?</p>	
<p><b>Arizona 2010 ELA &amp; Literacy in History/Social Studies Standards:</b></p> <p><b>Reading Information</b> (non-fiction; reference) 2.RI.5 3.RI.5</p> <p><b>Reading Literature:</b> 2.RL.1 3.RL.1</p> <p><b>Writing:</b> AZ.2.W.4 (Writing Notes) – Students will need adult assistance with this assignment. Teachers may want to limit research to one story and/or one ethnic group. 3.W.4; AZ.3.W.4 (Writing Notes) Students may need adult assistance with this assignment</p> <p><b>Speaking &amp; Listening:</b> 2.SL.2 2.SL.4 3.SL.2 3.SL.4</p>	<p><b>Cultural Perspectives:</b></p> <p>Art, literature, music, language, religious traditions, labor skills, meaning of freedom</p>	<p><b>Key Vocabulary:</b></p> <p>Diversity, ethnic, culture, immigrant, research, contribution, immigration, hardship</p>	<p><b>Materials/Resources:</b></p> <p><b>1. Children's Literature:</b> <i>Coming to America</i>, Maetro, Betsy; <i>The Arrival</i>, Shaun Tan; <i>Candy Shop</i>, Eve Bunting; <i>An Ellis Island Christmas</i>, Rhea, Maxine; <i>Four Feet, Two Sandals</i>, Lynn, Karen; <i>Grandfather's Journey</i>, Say, Allen; <i>Hannah Is My Name</i>, Yang, Belle; <i>Henry and the Kite Dragon</i>, Hall, Bruce Edward; <i>My Name is Yoon</i>, Reorvits, Helen; <i>Home at Last</i>, Elya, Susan Middleton; <i>Mrs. Katz and Tush</i>, Polacco, Patricia; <i>In America</i>, Moss, Marissa; <i>The Keeping Quilt</i>, Polacco, Patricia; <i>Landed</i>, Lee, Milly; <i>A Very Important Day</i>, Herold, Maggie Rugg. A class set of a variety of books not including the above titles can be used. Children's encyclopedias can also be used.</p> <p><b>2.</b> 5 X 8 note cards-2 per child (blank on one side and lines on the other). <b>3.</b> Draft form of the Profile – see Lesson Outline. <b>4. Optional:</b> Internet access or access to encyclopedias or non-fiction anthologies.</p>

### **Learning Objectives/Goals**

SWBAT investigate the experiences and contributions of immigrants and create research profiles (notes) based on their findings.

Students should have read a number of stories of the experiences of immigrants prior to working on this lesson.

\*\*"Contribution" will need to be defined by the teacher. A contribution might be an invention, personal or cultural stories, ideas in medicine, music, science, religion, foods, clothing, art, etc.

### **Anticipatory Set**

The teacher will remind students of some of the stories they have read about immigrants and their experiences, as well as their contributions. She will tell students that stories are an important way to get information about people and places in history. If using other sources like encyclopedias and the internet, the use of these resources should also be discussed. Depending upon student experience with the use of research tools, the teacher will need to ensure students have some facility, or incorporate these skills within this lesson if children's encyclopedias are used.

The teacher will state the learning objective.

The teacher will explain that a profile is a short way to write up research on a person, event, or place. It requires taking notes and organizing them so the reader can quickly learn about a topic. The research topic for this profile is people, specifically immigrants to America.

The teacher will show students a copy of a blank profile form that they will fill out. (A sample is attached.)

### **Lesson Outline**

The teacher will show students a sample of a completed People Profile. On one side a drawing is made of the character of a story. If stories are not being used, or if an ethnic group is being researched, a picture representing a person(s) is glued on the blank side. A collage can also be created with pictures of people, places and things. On the other side is a list, or profile, of the character or the group. The profile might include: name of the character or ethnic group, country of origin, 2-3 facts about the country of origin, and one contribution\* made to American culture. A document camera works well for this process. Another option is to enlarge the sample profile onto butcher paper, so the teacher can point out the components and explain "the research findings" she notes.

The teacher will model the process of locating information and note taking using a story (or other source) explaining the thought process of choosing information and how she selects certain key words to write down on her draft.

The teacher will then guide students together through a profile of one person or group so they can practice using key words from text. A draft form of a profile is given to students. A document camera works well for this process.

#### *Draft Profile:*

Students select a book to use for their profile. Alternatively, students will use an encyclopedia or the internet to access information for the profile. Students can work alone, in pairs or in small groups.

The teacher provides another draft form of the profile – components of the profile listed on paper with room to write – and asks students to write their findings

next to the appropriate component.

The teacher monitors students as they fill out their draft to ensure accuracy. Additional adult assistance or older students can be used as needed.

*Final Profile:*

Students are given two profile cards – an extra one in case they need to start over.

Students proceed to write their notes on the profile form.

Students can either draw the character of their story, or cut out and glue their picture(s) to the blank side of the profile.

**Cognitive Closure**

When students have completed the profiles, the teacher will discuss with students the essential questions. The emphasis should be on “DIVERSITY.”

In pairs, students will discuss and create together a response to the essential questions. They can include information from their own profile notes.

When this assessment is complete, students will share their People Profiles with the class or in small groups. The teacher can create presentation criteria aligned with the AZ language arts standards in speaking and listening.

On a world map, the teacher can place the profiles next to (or close to) the country of origin as a visual reminder of American's ancestry.

**Differentiated Instruction (Gifted, ELL, SPED)**

Students might be paired and work cooperatively on a profile the first time they learn note taking. Gifted students might use their profiles of an ethnic group to use for further research. If they are profiling a character in a story, they might write beyond the ending of the story, predicting what might happen to the character. ELL and SPED students may need to be partnered with another student and work on the profile cooperatively. ELL and SPED students will also need adult assistance or assistance by a capable peer. Additionally, the number of components may need to be reduced or the labels simplified.

**Assessment(s)**

Drafts and final versions of People Profiles, Presentation of People Profiles, and paired responses to the Essential Questions.

**Extended Learning Opportunities**

Students struggling with finding information and taking notes may need to be grouped for small instruction. The teacher should model the finding of information

and the note taking process using a number of stories. She might use the internet or an encyclopedia for children. Use non-fiction text is structured in a way that is easier to pull out information.

Students can be challenged by asking them to record notes from a story told by a family member about their family's ancestry, and create a profile. If the class was asked to do this, a bulletin board could be created to demonstrate the diversity of class members.

**Sources**

Children's literature, AZ Standards.

**Evaluation/Modifications of Lesson**

**Notes:**

# PEOPLE/GROUP PROFILE

**NAME:** \_\_\_\_\_

**1. NAME OF PERSON OR GROUP:**

**2. WHAT COUNTRY ARE THEY FROM:**

**3. WHEN DID THEY COME TO THE UNITED STATES?**

**4. WHERE DID THEY LIVE IN THE UNITED STATES?**

**5. WHAT KINDS OF EVENTS HAPPENED TO THEM?**

**6. WHAT DID THEY CONTRIBUTE TO THE CULTURE OF THE UNITED STATES?**