

Lesson #2  
 Title Immigration : This Land Is Our Land  
 United State History, Participation in Democracy, American Problems

Learning Targets:

Annotative "Close Reading" and Focused Writing

Standards Addressed:

Topic: The PUSH and PULL FACTORS—Immigration  
 SS 10.3.1 **Describe the "push" factors (e.g., escaping persecution and poverty) and "pull" factors (e.g., seeking freedom and economic opportunity) that brought immigrants to the United States in the late 19th century**

HA Connection:

**Ancient Knowledge**  
 `Ōlelo No`eau (237)  
 `Au i ke kai me he manu ala  
 Cross the sea as a bird

**General Learner Outcomes (GLO), KAPU ALOHA values and Nā Hōpena A`o:**

1. **Complex Thinker** - The ability to demonstrate critical thinking and problem solving

2. **Ulu:** We show Growth (and have a Growth Mindset)

3. **Hā: Strengthened Sense of Excellence:**

I believe I can succeed in school and life and am inspired to care about the quality of my work. A sense of Excellence is demonstrated by a love of learning and the pursuit of skills, knowledge and behaviors to reach my potential. I am able to take intellectual risks and strive beyond what is expected.

- a. Define success in a meaningful way
- b. Know and apply unique gifts and abilities to a purpose
- c. Prioritize and manage time and energy well
- d. Take initiative without being asked
- e. Explore many areas of interests and initiate new ideas
- f. Utilize creativity and imagination to problem-solve and innovate
- g. See failure as an opportunity to learn well
- h. Assess and make improvements to produce quality work

Key Understanding



**Objectives and Goals:**

	<b>Objective</b>	<b>Goal</b>	<b>Modification/Accommodation</b>
1	Read Out Loud	Students will volunteer to read the passage out loud	Students will be given a shorter passage and is given support by reviewing the reading ahead of time.
2	Annotative Reading	Student volunteer will demonstrate annotations during read out loud	Students will be able to hear and see the annotation, guided by peers. Students can record the lesson if they wish.
3	Checking For Understanding	Student volunteer will stop at after every paragraph or every other, to explain and answer any questions about the annotations	Student volunteer will stop at after every paragraph or every other, to explain and answer any questions about the annotations
4	Focused Writing	Students will practice using the term "infer" and cite evidence from the reading that suggest that certain immigrants were disliked and restricted	The student is given support like a graphic organizer with partially completed outlines.

RUBRIC:				
Pro duc t	<b>MELE MURALS</b>			
	Advanced	Proficient	Partially Proficient	Novice
	<b>Describe, with clear and precise detail, the "push" factors and "pull" factors that</b>	<b>Describe, with detail, the "push" factors and "pull" factors that brought</b>	<b>Describe, with minimal detail, the "push" factors and "pull" factors that brought</b>	<b>Ineffectively describe the "push" factors and "pull" factors that brought</b>

	brought immigrants to the United States in the late 19th century	immigrants to the United States in the late 19th century	immigrants to the United States in the late 19th century	immigrants to the United States in the late 19th century
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Lesson Flow	Procedure:
	<p>Direct Instruction (15-20 Minutes)</p> <ol style="list-style-type: none"> <li>1. Students will be given the reading: <b>This Land Is Our Land</b>” and asked to use a highlighter, and ink pen to identify new vocabulary, proper nouns, important phrases and quotes.</li> <li>2. 2 or 3 students will volunteer to take on the role of READER and ANNOTATOR</li> <li>3. The READER will read out loud, while the ANNOTATOR will annotate using the ELMO and Projector.</li> <li>4. The students in the audience (classroom) will be instructed to follow along and ask questions.</li> <li>5. After 2 paragraphs are read, the ANNOTATOR will explain the reasoning behind the various annotations: highlighting, circling, underlines, brackets, symbols and notations in margins.</li> <li>6. The process will repeat until the students have completed the entire reading together</li> </ol>
	<p><b>Guided Practice: Anticipatory Set Slide Presentation (5 minutes)</b></p> <ol style="list-style-type: none"> <li>1. AVID Anticipatory Set: <a href="https://www.emaze.com/@AOROILC/avid-marking-and-annotating-text?autoplay">https://www.emaze.com/@AOROILC/avid-marking-and-annotating-text?autoplay</a></li> <li>2. AVID - Annotating the Text: <a href="http://www.csub.edu/~bruff/Annotating%20the%20Text.pdf">http://www.csub.edu/~bruff/Annotating%20the%20Text.pdf</a></li> </ol>

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Reflection	How will you check for understanding during instruction and how will you know if learning targets are met? Component 1F → 3D
	<p><b>Closure:</b>          Focused Writing Google Doc Template: <a href="#">This Land Is Our Land Graphic Organizer #1</a></p>



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