

This unit is written in English so that it is accessible to all US educators during this institute. However, we advocate that all lessons and units that will be conducted in Spanish be written in Spanish.

Grade Level: 4th Grade

Content Big Ideas: I want my students to understand that:

- 1- People move for various reasons. For example:
 - a. Colonists left Great Britain and came to North Carolina because of religious persecution or economic reasons.
 - b. Slaves were forcibly brought to North Carolina as domestic servants and/or laborers on the tobacco plantations.
 - c. Refugees and immigrants of today come to North Carolina because of religious persecution, or political or economic reasons.
- 2- Newcomers to an area face many challenges as they adapt to a new environment. For example,
 - a. Colonists faced a lack of resources to build shelter and find food. They were also challenged in communicating with the indigenous people who already lived in North Carolina.
 - b. Slaves faced mistreatment and were stripped of their human rights upon placement of servitude.
 - c. Refugees and immigrants of today are challenged in securing housing, accessing services and transportation, and navigating linguistic and cultural barriers (in a language they might not understand).
- 3- Groups that have moved to an area impact the environment and existing local community in many ways. For example:
 - a. The colonists brought with them the idea of private property and ownership, ideas that at the time were not prevalent among the Native Americans who lived in North America. With time, as colonists gained more and more dominance and control, the ideas of private property and ownership became the norm.
 - b. The food, music and dance (from the original homes) of the slaves that were brought to North Carolina were used by the slaves on the plantations and farms to survive and create a sense of identity. These traditions were incorporated into the everyday lives of the slaves and slave owners. Some of these traditions are still evident in the cooking, for example, as some 'secret recipes' of black-eyed peas that are served in the "South" today originate from West Africa where the slaves were captured.
 - c. Refugees and immigrants of today contribute to the local economy by working in sectors that need more workers such as the agricultural sector and service industry sector.

Literacy Big Idea: I want my students to understand that when reading literary texts, it is important to:

- 1) use specific details in a text to describe a character in depth
 - 2) compare and contrast the point of view from which different stories are narrated
- In order to write a (historical fiction) narrative from the point of view of an immigrant.

Building Oracy and Background Knowledge

- Adapted Readers Theatre (ART) including the following words:
 - *Isabela I de Inglaterra*
 - *El asentamiento*
 - *El nuevo mundo*
 - *John White*
 - *El colono o el inmigrante*
 - *El barco*
 - *Ancló*
 - *Los retos*
 - *Los nativos*
 - *La comunidad local*
 - *Sobrevivir*
 - *Desplazamiento*
 - *Un misterio sin resolución*
- Picture sort using the same images from the ART
 - *Creo que esta tarjeta representa...*
 - *Estoy de acuerdo porque...*
 - *No estoy de acuerdo porque...*
 - *Mil gracias. Ahora es tu turno.*
 - *Antes de eso...*
 - *De ante mano...*
 - *Al principio...*
 - *Después de eso...*
 - *Casi al final...*
 - *Primero...*

Reading Comprehension

Instruction focusing on the following standards:

CCSS.ELA-LITERACY.RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from a text. (in relation to standard 4.3 and 4.6).

CCSS.ELA-LITERACY.RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Content Area Instruction

Instruction: Engage students in inquiry to study the different immigrant groups that have come to North Carolina over time. The inquiry should seek to understand the reason for immigrating, the challenges faced, the effect of the new immigrant group in the local community, and the perspective (to some degree) of the existing local community. Possible immigrant groups to study include:

CCSS.ELA-LITERACY.RL.4.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. CCSS.ELA-LITERACY.RL.4.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Balanced Literacy Routines and Strategies Include: • Mini Lessons • Independent Reading & the Write Something Strategy • Small group instruction (strategy groups) • Conferring • Talmudic Style Reading • Interactive Read Aloud	Swiss, Moravian, Welsh, Scottish-Irish, German, Quaker, Slaves (although this was a forced immigration), Asian (Chinese, Korean, Burmese/Karen, Vietnamese), Latino (Mexican, El Salvadorian, Guatemalan, Nicaraguan, Peruvian), and/or Indian. Routines and Structures: Whole group discussions and mini lesson, small group instruction, independent work (including reading, responding to texts, and teacher conferences with individual students), inquiry. Possible Teaching Points: The teacher or PLC should identify and sequence the teaching points that will be taught based on student and group needs. There is a possibility that this will change yearly as student needs differ from year to year and class to class. However, teaching points should be dedicated to all Social Science standards across all four domains. Examples include:	
Writing Instruction focusing on the following standards: CCSS.ELA-LITERACY.W.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS.ELA-LITERACY.W.4.3.A - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. CCSS.ELA-LITERACY.W.4.3.B - Use dialogue and description to develop experiences and events or show the responses of characters to situations. CCSS.ELA-LITERACY.W.4.3.C - Use a variety of transitional words and phrases to manage the sequence of events. CCSS.ELA-LITERACY.W.4.3.D - Use concrete words and phrases and sensory details to convey experiences and events precisely. CCSS.ELA-LITERACY.W.4.3.E - Provide a conclusion that follows from the narrated experiences or events.	When studying immigrant groups and immigration patterns of the past and present, it is important to: (Standards come from the C3 Framework for Social Studies) Inquiry: • Ask and revise compelling questions to guide inquiry (D1.5.3-5.). Civics: • Analyze the differences in beliefs, perspectives, and values between immigrants and existing local group to determine possible areas of tension between the groups (D2.Civ.10.3-5.). Economics: • Assess the positive and negative incentives that influence the decisions that people (and groups of people) make (D2.Eco.2.3-5.). Geography:	

Balanced Literacy Routines and Strategies Include: • Mini Lessons (including teacher modeling) • Shared Writing • Independent Writing • Small group instruction • Conferring	• Explain how the cultural and environmental characteristics of places change over time and how this impacts the people living in an area over time (D2.Geo.5.3-5.). • Explain how the environmental and cultural characteristics of regions influence community population and immigration (D2.Geo.6.3-5.). • Explain how cultural and environmental characteristics affect the movement of people, goods, and ideas (D2.Geo.7.3-5.).	
Word Study and Fluency • (CCSS.ELA-LITERACY.L.4.1.B) - Form and use the progressive (<i>ejemplo: Yo estaba caminando; Yo estoy caminando; Yo estaré caminando</i>) and understand that this form has limited use in Spanish (<i>una acción en progreso, por ejemplo: Estoy hablando español vs Hablo español</i>). • (CCSS.ELA-LITERACY.L.4.1.D) - Order adjectives within sentences according to conventional patterns (<i>ejemplo: una pequeña bolsa roja en lugar de una roja bolsa pequeña</i>). • (CCSS.ELA-LITERACY.L.4.2.B) - Use commas and quotation marks to mark direct speech and quotations from a text.	History • Create and use a chronological sequence of related events to compare developments that happened at the same time (D2.His.1.3-5.). • Explain why individuals and groups during the same historical period differed in their perspectives (D2.His.4.3-5.). • Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic (D2.His.13.3-5.). Evaluating Sources and Using Evidence • Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection (D3.1.3-5.). • Use evidence to develop claims in response to compelling questions (D3.4.3-5.). Communicate Conclusions and Taking Informed Action • Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places (D4.6.3-5.).	

Summative Assessment After students have been guided through the process of writing a historical fiction narrative from the point of view of a specific character (CCSS.ELA-LITERACY.W.4.3), and learned about the variety of immigrant groups that have come to North Carolina over the years and reasons and challenges that they faced as they immigrated to North Carolina (D1.5.3-5; D2.Civ.10.3-5; D2.Eco.2.3-5; D2.Geo.5.3-5; D2.Geo.6.3-5; D2.Geo.7.3-5; D2.His.1.3-5; D2.His.4.3-5; D2.His.13.3-5; D3.1.3-5; D3.4.3-5; D4.6.3-5.) students will write a first-person historical fiction narrative from the point of view of an immigrant of one of the studied groups. The narrative will include a: • A description of the character’s reasons for immigrating, some of the challenges perceived by the character in adapting to the new environment, and their impact on the existing local community (D1.5.3-5; D2.Civ.10.3-5; D2.Eco.2.3-5; D2.Geo.4.3-5; D2.Geo.2.3-5; D2.Geo.3.3-5; D2.Geo.4.3-5; D2.Geo.7.3-5; D2.Geo.8.3-5; D2.His.1.3-5; D2.His.4.3-5; D2.His.6.3-5; D2.His.14.3-5; D3.1.3-5; D4.6.3-5). • An introduction that establishes a situation and introduces the main character within a sequence of events that unfolds naturally (CCSS.ELA-LITERACY.W.4.3.A). • Dialogue and descriptions to show the responses characters to a situation(s) (CCSS.ELA-LITERACY.W.4.3.B). • A variety of transitional words and phrases to manage the sequence of events (CCSS.ELA-LITERACY.W.4.3.C). • Concrete words, phrases, and sensory details to convey events precisely (CCSS.ELA-LITERACY.W.4.3.D). • Conclusion that follows from the narrated events (CCSS.ELA-LITERACY.W.4.3.E).			
Bridge – Transfer Transfer (side by side) • Review the Adapted Reader’s Theater (ART) with the key vocabulary from the beginning of the unit (throughout the unit, as students gathered information, this ART may have been changed and/or elongated). • Ask students to discuss with a partner the important words they learned throughout the unit (in Spanish).	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language). 1. Using the images from the Adapted Reader’s Theater, the teacher will model how to take the images to form sentences. 2. Working in pairs, students will create sentences using the images.	Bridge – Contrastive Analysis While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students. Possible Contrastive Analysis/Metalinguistic Foci • Morphology – prefixes carry meaning in both English and Spanish, and sometimes these prefixes are cognates.	

- Elicit and list the important words that students generate in green on the left side of a t-chart.
- Using the same movements and pictures, show students how to say the words in English.
- Have students practice the words with the movements in English.
- List the English words that students generate (based on what the teacher modeled) in blue next to the corresponding Spanish word

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Anticipated Bridge Chart:

Español	English
<i>Isabela I de Inglaterra</i>	Queen Elizabeth I
<i>El nuevo mundo</i>	The New World
<i>El asentamiento</i>	The settlement
<i>John White</i>	John White
<i>El colono o el inmigrante</i>	The immigrants or the colonists
<i>El barco</i>	The ship
<i>La tierra firme</i>	Land

3. Student pairs will put their images in order and ask another pair to create a sentence. The partnerships will compare their sentences.
4. In small groups, students will work together to create an animated cartoon (with appropriate characters, dialogue, and historical context) that gives information about one of the immigrant groups selected for study (can be the Colonists of the Lost Colony) during the unit and concludes the segment in a suspenseful way.
5. The small groups will show their animated cartoons to the third graders to build excitement about coming to 4th grade.

- Dis = des OR dis (without; sin tener)
- *disadvantage* - *desventaja*
- *disgrace* - *desgracia*
- *disability* - *discapacidad*
- *displacement* - *desplazamiento*
- *disappear* - *desaparecer*
- *disapprove* - *desaprobar*
- *disaster* - *desastre*
- *disagree* - *discrepar*
- *dissociate* - *disociar*
- *discipline* - *disciplina*

- Syntax and grammar – articles are necessary in Spanish and they identify gender and number, whereas in English they do not (the = el, la, los, las)
 - The = el, la, los, las
 - *The immigrant* – *el inmigrante*
 - *The Queen* – *la reina*
 - *The resources* – *los recursos*
 - *The differences* – *las diferencias*
- Syntax and grammar – there are rules regarding the relationship between adjectives and nouns, and they are different in Spanish and English.
 - **Adjective noun = noun adjective**
 - *The brave immigrant* – *el inmigrante valiente*
 - *The local community* – *la comunidad local*
 - *Unsolved mystery* – *un misterio sin resolución*
 - *Natural resources* – *los recursos naturales*

<i>Los retos</i>	The challenges			- Pragmatics - Students will identify differences in deixis – a word or phrase that points to the time, place or situation in which a speaker is speaking between the two program languages. - The natives of the local community feared displacement. - Los habitantes originarios (nativos) de esa región temían ser desplazados por los nuevos inmigrantes. - Immigrants face many challenges as they relocate and adjust to their new environment. For example, communicating with the existing local community, finding resources (or work for resources) and suffering health related issues. - Al adaptarse a un nuevo ambiente, todos los inmigrantes enfrentan varios retos de índole laboral, de salud, o lingüístico.	
<i>Los nativos</i>	The natives				
<i>La comunidad local</i>	The local community				
<i>El desplazamiento</i>	displacement				
<i>Un misterio sin resolución</i>	Unsolved mystery				