



Chino Unified School District

ELA Curriculum Unit of Study

4th Grade: Unit 6

Grade: 4		Unit Overview:	
Unit Title:	Immigration/Migration to California	Students will read many nonfiction texts finding the main idea and supporting details. Also, they will write an expository essay about the different immigrant groups that came to California. They will also analyze photos and visuals about immigrants depicting the culture and lifestyles of the immigrant/migrant groups. Finally, they will participate in a culminating activity making a personal connection to an immigrant/migrant from that time. It is strongly suggested to read <i>Esperanza Rising</i> as a read-aloud or a novel study. This novel integrates expository reading and fiction.	
Length of Unit:	120-130 min/day 25 days (plus 5 days buffer)		
Text Set:		Performance Task 1: (3 days)	Performance Task 2: (4 days)
Textbook: Reflections Social Studies, Houghton Mifflin Stories: A Very Important Day, Tomas and the Library Lady, My Name is Maria Isabel Other Books: <i>Esperanza Rising</i> by Pam Munoz Ryan		Students will build knowledge about migrant farm workers and the Great Depression using photographs (primary sources). The students will observe the photographs documenting their observations and inferences on the "Observation Worksheet: Photographs." They will share their observations about the pictures with the class. Using their knowledge of the topic they will create a narrative journal entry for a person in the picture. Also, the students will read and interpret quantitative information about migrant groups coming to America using various graphs.	Students will be assigned a specific immigration/migration group (Mexican, Filipino, Dust Bowl refugees, etc.) to research the group's life. Students will read articles specific to their migration or immigration group. They will learn about their specific group's journey, struggles, and experiences. They will fill out the graphic organizer documenting the main ideas found in the texts. Students will share out their findings with the class, looking for connections and patterns among the groups.
Content/Domain Specific Vocabulary:		Performance Task 3: (9 days)	Performance Task 4: (4 days)
explanatory texts run-ons informative texts migration first person narration immigration fragments		Students will use the information from readings to write an informational essay about the farmworker groups they studied in task 1. They will use evidence in their writing to examine the topic and convey ideas clearly.	Everyone has a story. Read about some immigrant experiences in the story <i>A Very Important Day</i> . Find explicit and inferential details about the story using text dependent questions.
Academic Cross-Curricular Words:		Performance Task 5: (3 days)	
explicit details audio recording inference visual display main idea point of view key detail		Given two poems about migration and immigration you will find the theme of the text. As a class you will find the theme of the poem and write a constructed response citing the details that support the theme.	
		Culminating Activity: (2 days)	
		Students create a personal suitcase that they might carry if they had to move from their home. Pick a shoe box, cereal box, or similar sized box for the suitcase. Decide the items to place in it: clothes, blankets, toys, kitchen utensils, books, photos, keepsakes, food, and others. Students must include five items. The items can be real or a picture of the item. Also, the students must write a reason for each item included in their suitcase.	
Essential Questions:		Corresponding Big Ideas:	
RL.4.1- Why is it important to refer to details and examples when discussing the text?		RL 4.1- Good readers use evidence from the text, as well as their own prior knowledge, to draw inferences, conclusions, and generalizations about the text.	
RL.4.2 - How do readers determine a theme of a story, drama, or poem?		RL.4.2 - Readers determine the theme of a story, drama, or poem by using details in the text.	
RI 4.2- How do readers determine main idea of a text?		RI 4.2- Readers determine the main idea of a text by finding important supporting details.	
W.4.2- How do good writers convey information clearly?		W.4.2- Good writers convey information by writing a well-organized essay with an introduction, a body, and a conclusion.	

Key:

RL: Reading for Literature
RI: Reading for Information
RF: Reading Foundational Skills
W: Writing
SL: Speaking/Listening

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

***Supporting Standards are intricately woven through each of the performance tasks of the unit. Refer to UPO for supporting standards that align with this unit.**