ELA/ Literacy Unit Map Template

This is a Template. To make a copy that you can edit, please go to the **File Menu** and choose: **Make a Copy.** Please share your unit map with: [elaunitmaps@gmail.com](mailto:elaunitmaps@gmail.com) and your group members.

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| **Title of Unit** | The Immigrant (Asian-American) Experience |  |
| **Grade Level** | 8 |  |
| **Time** | 1 - 2 weeks (one part of larger diversity unit) |  |
| **Key Components** |  |  |
| **Summative Performance Assessment/ Authentic Audience** | 1. Student Investigation    1. Students find articles/videos/Powerpoints related to story within Diversity Unit. Create questions comparing/contrasting these sources. 2. Diversity Unit Essay Topic    1. Looking at two pieces of literature, the authors describe the challenges characters must overcome to learn essential skills. Using specific details from two stories, compare and contrast the challenges that each main character faces and how each addresses those challenges.    2. In your response, be sure to do the following:       1. Describe the challenge presented in (story 1)       2. Describe the challenge presented in (story 2)       3. Explain how the characters of each passage addresses the challenge       4. Compare and contrast the challenges the characters faced and how they overcame their challenge       5. Use details from both stories in your response. |  |
| **Targeted ELA/ Literacy CCSS** | Reading Standards for Literature  1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  Reading Standards for Informational Text  1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  Reading Standards for Informational Text  3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |  |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | Social Studies  **8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.**  8.6.1 Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).  **8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.**  8.12.7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism. |  |
| **Targeted ELD Standards** | 1. Collaborative    1. SL.8.1,6; L.8.3,6    2. W.8.1; WHST.8.1; SL.8.1,4,6; L.8.3,6 2. Interpretive    1. SL.8.1,3,6; L.8.1,3,6    2. RL.8.4‐5; RI.8.4‐5; RH.8.4‐5; RST.8.4‐5; SL.8.3; L.8.3,5‐6 3. Productive    1. W.8.1,8‐9; WHST.8.1,8‐9; L.8.1‐3,6    2. W.8.4‐5; WHST.8.4‐5; SL.8.4,6; L.8.1,3,5‐6 |  |
| **Big Ideas** | 1. Students determine what immigrants endured to become a part of American society and how they contributed to the mosaic of our diverse American cultural identity. 2. Students develop a better understanding of themselves as they correlate the struggles of their own ancestors to build a life in the United States. |  |
| **Essential Questions** | 1. What was/is it like to emigrate to the United States through the centuries? 2. How does one’s culture change as generations assimilate to American life? 3. How were/are immigrants treated by fellow immigrants of the same country of origin and by American society? |  |
| **Content** | 1. Required Reading:    1. “Rules of the Game” by Amy Tan (short story in lit. McDougal-Littel textbook)   2. Supplemental and/or Optional Readings & Videos:   1. “Searching for Bobby Fisher” (short story in lit. McDougal-Littell textbook) 2. “Great Rat Hunt” short story (textbook) 3. *Dragonwings* by Lawrence Yep (novel-accelerated class) 4. *Farewell to Manzanar* by Jeanne Wakatsuki Houston (novel-accelerated class) 5. Scenes from movie Joy Luck Club (Youtube) 6. Discovering Angel Island: The Story Behind the Poems - Youtube video (12 min.) 7. Tiger Mom/Helicopter Parents (articles) 8. California Gold Rush (social studies McDougal-Littel textbook |  |
| **Skills** |  |  |
| **Vocabulary**  **(Academic and Content)** | Academic Vocabulary  immigrant  emigrate  assimilate  Content Vocabulary   1. pungent Adj. – sharp and intense odor 2. recessed Adj. – indented or hollow 3. benefactor N. - a person who makes a gift of value or high financial worth, to an institution. 4. benevolently ADV. – to do something in a way to purposely help others; intended for benefits rather than profit 5. adversary N. – an opponent or enemy 6. retort V. – a quick, sharp or witty reply 7. malodorous ADJ. - having a bad odor 8. ponder V. - to consider deeply and thoroughly 9. impart V. - to make known; tell; give or reveal 10. circumstances N. – things that affect your situation 11. donned V. – to put on or wear 12. deliberate V. – carefully weighed or considered; studied 13. etiquette N. – commonly accepted requirements for social behavior 14. 14. vanity N. - excessive pride or being conceited about your 15. appearance, qualities, abilities, achievements, etc.; being vain 16. 15. careen V. - to lean, sway, or tip to one side while in motion 17. 16. Isei 18. 17. Nisei 19. Sansei 20. Yonsei |  |
| **Activities** | 1. “Rules of the Game” background knowledge Powerpoint 2. Read “Rules of the Game” (and any additional optional story/novels) 3. Investigate Your Own Ancestry (word document) 4. Bring/share food from your ancestry (word document) 5. Record notes of learnings from food share (word document) 6. Journal writes (word document) 7. Spelling & Vocabulary assignment (word document) 8. Comprehension questions (including ACE) 9. Chinatown Field Trip background knowledge Powerpoint 10. Chinatown Field Trip & Scavenger Hunt |  |
| **Formative Assessments** | 1. Spelling Test 2. Vocabulary Test 3. Comprehension questions (demonstrating variety of depth of knowledge) 4. Share out journal writes 5. Persuasive essay |  |
| **21st Century Skills Targeted**  **(E- Encouraged; T- Directly taught)** | \_\_T\_\_\_ Communication  \_\_T\_\_\_ Collaboration  \_\_E\_\_\_ Creativity  \_\_\_T\_\_ Critical Thinking  \_\_T\_\_\_ Research  \_\_T\_\_\_ Technology  \_\_T\_\_\_ Multimedia |  |
| **Reflection on Learning** | \_\_\_\_\_ Self-Assessment  \_\_\_\_\_ Peer Assessment |  |
| **Resources**  **(print and multimedia)** |  |  |