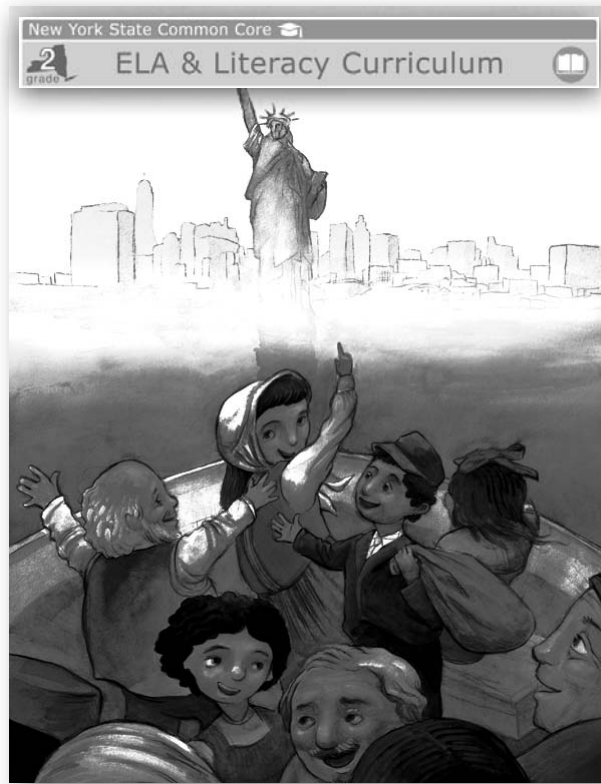




Immigration

Tell It Again!™ Read-Aloud Anthology





Immigration

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
GRADE 2

Core Knowledge Language Arts®
New York Edition



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Alignment Chart for Immigration

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Immigration	Lesson									
	1	2	3	4	5	6	7	8	9	10
Core Content Objectives										
Explain the term <i>immigrant</i>	✓	✓	✓	✓						
Describe reasons immigrants leave their home countries to make a new home in the United States (e.g., push and pull factors)	✓	✓		✓	✓	✓	✓	✓		
Explain why the United States was and is called the “land of opportunity”		✓	✓	✓	✓	✓	✓			
Identify the meaning of <i>e pluribus unum</i>	✓	✓					✓	✓		
Explain the significance of Ellis Island and the Statue of Liberty		✓	✓				✓			
Describe how immigration has brought millions of newcomers to the United States		✓	✓	✓		✓	✓			
Describe why large populations of immigrants settled in major cities such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco			✓	✓	✓					
Describe why some immigrants settled in the Midwest						✓	✓			
Describe how their ancestors may have been immigrants who helped make America the country that it is today				✓			✓			
Demonstrate familiarity with the song “This Land Is Your Land”							✓			
Explain what it means to be a citizen of a country								✓		✓
Identify ways that a person becomes an American citizen								✓		
Identify that the government of the United States is based on the Constitution, the highest law of our land									✓	✓
Identify James Madison as the “Father of the Constitution”									✓	✓




Alignment Chart for Immigration

Lesson

	1	2	3	4	5	6	7	8	9	10
Explain that the United States is founded on the principle of consent of the governed, American citizens: "We the People"									✓	
Explain the basic functions of government (making and enforcing laws; settling disputes; protecting rights and liberties; etc.) by making analogies to familiar settings such as the family, the school, and the community									✓	✓
Identify the Bill of Rights as a document amending the Constitution									✓	✓
Describe the rights and responsibilities of an American citizen										✓
Demonstrate familiarity with the song "The Star-Spangled Banner"										✓





Reading Standards for Literature: Grade 2

Key Ideas and Details

STD RL.2.1		Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.									
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction read-aloud										
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships										
STD RL.2.3		Describe how characters in a story respond to major events and challenges.									
CKLA Goal(s)	Describe how characters in a fiction read-aloud respond to major events and challenges										


Alignment Chart for Immigration

Lesson

Alignment Chart for Immigration		1	2	3	4	5	6	7	8	9	10
Integration of Knowledge and Ideas											
STD RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.										
CKLA Goal(s)	Use information gained from the illustrations and words in a read-aloud to demonstrate understanding of its characters, setting, or plot			✓	✓	✓	✓		✓		
Reading Standards for Informational Text: Grade 2											
Key Ideas and Details											
STD RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.										
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud										
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships										
STD RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.										
CKLA Goal(s)	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud										
Craft and Structure											
STD RI.2.4	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.										
CKLA Goal(s)	Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions										

Alignment Chart for Immigration

Lesson

		1	2	3	4	5	6	7	8	9	10
Integration of Knowledge and Ideas											
STD RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.										
CKLA Goal(s)	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational read-aloud and explain how these graphics clarify the meaning of the read-aloud							✓			
STD RI.2.8	Describe how reasons support specific points the author makes in a text.										
CKLA Goal(s)	Describe how reasons or facts support specific points the author makes in a nonfiction/informational read-aloud	✓	✓	✓		✓			✓		✓
STD RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.										
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds			✓		✓	✓			✓	
Range of Reading and Level of Text Complexity											
STD RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.										
CKLA Goal(s)	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4										





Alignment Chart for Immigration

Lesson

		1	2	3	4	5	6	7	8	9	10
Writing Standards: Grade 2											
Text Types and Purposes											
STD W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.										
CKLA Goal(s)	Plan, draft, and edit a narrative retelling of a fiction read-aloud, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure							✓	✓		
Production and Distribution of Writing											
STD W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.										
CKLA Goal(s)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing							✓	✓		
Research to Build and Present Knowledge											
STD W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).										
CKLA Goal(s)	Participate in shared research and writing projects (e.g., after listening to several read-alouds, produce a report on a single topic)							✓		✓	
STD W.2.8	Recall information from experiences or gather information from provided sources to answer a question.										
CKLA Goal(s)	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds	✓	✓	✓				✓		✓	✓
	With assistance, categorize and organize facts and information within a given domain to answer questions								✓		


Alignment Chart for Immigration

Lesson

Alignment Chart for Immigration		1	2	3	4	5	6	7	8	9	10
Speaking and Listening Standards: Grade 2											
Comprehension and Collaboration											
STD SL.2.1	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.										
STD SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).										
CKLA Goal(s)	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.										
STD SL.2.1b	Build on others’ talk in conversations by linking their comments to the remarks of others.										
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age										
STD SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.										
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/ informational read-aloud										
STD SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.										
CKLA Goal(s)	Retell (orally or in writing) important facts and information from a fiction or nonfiction/ informational read-aloud										
	Summarize (orally or in writing) text content and/or oral information presented by others		✓					✓			
STD SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.										
CKLA Goal(s)	Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information, or deepen understanding of a topic or issue	✓			✓					✓	



Alignment Chart for Immigration

Lesson

Alignment Chart for Immigration		1	2	3	4	5	6	7	8	9	10
Presentation of Knowledge and Ideas											
STD SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.										
CKLA Goal(s)	Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences					✓	✓				
STD SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.										
CKLA Goal(s)	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings	✓	✓	✓	✓	✓	✓				
STD SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language.)										
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification										
Language Standards: Grade 2											
Vocabulary Acquisition and Use											
STD L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.										
STD L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).										
CKLA Goal(s)	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions									✓	
STD L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).										
CKLA Goal(s)	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions	✓			✓						

Alignment Chart for Immigration

Lesson

		1	2	3	4	5	6	7	8	9	10
STD L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.										
STD L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).										
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>)										
	Provide synonyms and antonyms of selected core vocabulary words					✓					
	Determine the meaning of unknown and multiple-meaning words and phrases in fiction or nonfiction/informational read-alouds and discussions			✓			✓				✓
STD L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).										
CKLA Goal(s)	Learn the meaning of common sayings and phrases		✓			✓					
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>)										
Additional CKLA Goals											
	Prior to listening to a read-aloud, identify orally what they know and have learned about a given topic		✓	✓	✓	✓		✓	✓		
	Identify and express physical sensations, mental states, and emotions of self and others	✓		✓	✓	✓	✓	✓			✓
	Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions						✓				
	Share writing with others	✓	✓	✓	✓	✓	✓		✓		



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Immigration

This introduction includes the necessary background information to be used in teaching the *Immigration* domain. The *Tell It Again! Read-Aloud Anthology for Immigration* contains ten daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. The entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 6. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than fourteen days total on this domain.**

Week One				
Day 1	Day 2	Day 3	Day 4	Day 5
Lesson 1A: “E Pluribus Unum” (40 min.)	Lesson 2A: “A Little Giant Comes to America” (40 min.)	Lesson 3A: “Life in the City” (40 min.)	Lesson 4A: “From Ireland to New York City” (40 min.)	Lesson 5A: “Gold Mountain” (40 min.)
Lesson 1B: Extensions (20 min.)	Lesson 2B: Extensions (20 min.)	Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	Lesson 5B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6	Day 7 ¹⁰ #	Day 8	Day 9	Day 10
Lesson 6A: “A Land of Opportunity” (40 min.)	Pausing Point (60 min.)	Lesson 7A: “A Mosaic of Immigrants” (40 min.)	Lesson 8A: “Becoming a Citizen” (40 min.)	Lesson 9A: “We the People” (40 min.)
Lesson 6B: Extensions (20 min.)		Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three			
Day 11	Day 12 #	Day 13 ¹⁰	Day 14 #
Lesson 10A: “Immigration and Citizenship” (40 min.)	Domain Review (60 min.)	Domain Assessment (60 min.)	Culminating Activities (60 min.)
Lesson 10B: Extensions (20 min.)			
60 min.	60 min.	60 min.	60 min.

¹⁰ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book** for *Immigration*
- *Tell It Again! Image Cards* for *Immigration*
- *Tell It Again! Supplemental Guide* for *Immigration*

*The *Tell It Again! Multiple Meaning Word Posters* for *Immigration* are found at the end of the *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Teacher Handbook (Grade 2)*, edited by E. D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2005) ISBN 978-1890517748

Why Immigration Is Important

This domain will introduce students to the concept of immigration in the United States, an especially important topic because the United States is often referred to as a country of immigrants. Students will learn about the biggest wave of immigration to the United States, which occurred between 1880 and 1920. They will discover why people immigrated, what factors pushed them from their homelands and pulled them to the United States, and why many immigrants settled in particular cities or regions upon their arrival. These basic facts about immigration will help students further their awareness of U.S. history. Learning about immigration in the United States is also an opportunity for students to find out more about their family history and what brought them and/or their ancestors to the United States.

Note: We have intentionally not attempted to address slavery in this domain. If questions arise about ancestors who may have been slaves, you may wish to tell students that slavery was a terrible part of U.S. history of which we are not proud and that slaves are not included in this domain because they did not come to the United States by choice as other immigrants did.

In the last three read-alouds of the domain, students will also hear about becoming a citizen and what it means to be a citizen

of the United States. They will learn some basic facts about the Constitution and the Bill of Rights, and about one of their key creators, James Madison. Learning about the U.S. Constitution and the Bill of Rights will help students begin to understand the many privileges citizens have as well as some of the specific rights they will have as citizens when they get older. As students learn about the early years of immigration to the United States and the rights and responsibilities of citizens, they will be introduced to new vocabulary and concepts that will help them understand why the United States is called the “land of opportunity.”

The content in this domain is reinforced through the friendly letter writing genre.

What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten and Grade 1

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Immigration*. This background knowledge will greatly enhance students’ understanding of the read-alouds they are about to enjoy:

Columbus and the Pilgrims (Kindergarten)

- Identify the continents of North America, South America, Europe, Africa, and Asia
- Describe why we remember Columbus on Columbus Day
- Explain why Europeans eventually thought Columbus had discovered a “New World”
- Identify reasons why the Pilgrims left England
- Describe the Pilgrims’ voyage on the *Mayflower*

Presidents and American Symbols (Kindergarten)

- Describe the differences between a president and a king
- Identify Thomas Jefferson as the primary author of the Declaration of Independence
- Describe the purpose of the Declaration of Independence as a statement of America’s liberty

- Identify the Statue of Liberty

Early American Civilizations (Grade 1)

- Locate the continents of Asia and North America on a world map or globe
- Explain that the Maya developed large cities or population centers in the rainforests of Mexico and Central America many, many years ago

A New Nation: American Independence (Grade 1)

- Explain the significance of the Declaration of Independence
- Identify “We hold these truths to be self-evident, that all men are created equal . . . ” as a part of the Declaration of Independence
- Explain the significance of the Fourth of July
- Identify the U.S. flag, the Liberty Bell, and the bald eagle
- Explain the significance of the flag, the Liberty Bell, and the bald eagle as U.S. symbols

Core Vocabulary for Immigration

The following list contains all of the core vocabulary words in *Immigration* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

ancestors
freedom
immigrants
immigrate
push and pull factors

Lesson 2

center
interpreter
liberty
opportunity

Lesson 3

customs
ethnic
hostile
newcomers
traditional

Lesson 4

afford
blight
emigrated

Lesson 5

characters
exhausting
honor
responsibilities
wages

Lesson 6

homestead
legally
officially
support

Lesson 7

descendants
famine
settlers

Lesson 8

citizen
naturalized citizen
principles
rights

Lesson 9

amendments
the Bill of Rights
consent
the Constitution
disagreements

Lesson 10

guaranteed
jury
refugees

Comprehension Questions

In the *Tell It Again! Read-Aloud Anthology* for *Immigration*, there are three types of comprehension questions. *Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.2.1) and Reading Standards for Informational Text 1 (RI.2.1).

Inferential questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–5 (RL.2.2–RL.2.5) and Reading Standards for Informational Text 2–4 and 6 (RI.2.2–RI.2.4; RI.2.6).

Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. Evaluative questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.2.8). Evaluative questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.2.9) and Reading Standards for Informational Text 9 (RI.2.9).

The Tell It Again! Read-Aloud Anthologies include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.2.7) and Reading Standards for Informational Text 7 (RI.2.7) are addressed as well.

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology for Immigration*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: ⑩. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology for Immigration*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed specifically to assist educators who serve students with limited English oral language skills or students with limited home literary experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning Strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ↔.

Recommended Resources for Immigration

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

Immigration

1. *All the Way to America: The Story of a Big Italian Family and a Little Shovel*, by Dan Yaccarino (Knopf Books for Young Readers, 2011) ISBN 978-0375866425
2. *American Symbols: Ellis Island (First Facts)*, by Terri DeGezelle (Capstone Press, 2004) ISBN 978-0736847063

3. *Angel Island*, by Lori Mortensen (Picture Window Books, 2009) ISBN 978-1404847040
4. *At Ellis Island: A History of Many Voices*, by Louise Peacock (Atheneum Books for Young Readers, 2007) ISBN 978-0689830266
5. *Coolies*, by Yin and Chris Soentpiet (Puffin Books, 2001) ISBN 978-0142500552
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Websites and Other Resources

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