



# A Land of Opportunity

## 6

### ✓ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✓ 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”
- ✓ Describe how immigration has brought millions of newcomers to the United States
- ✓ Describe why some immigrants settled in the Midwest

#### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Use information gained from the illustrations and words in “A Land of Opportunity” to demonstrate understanding of Lars’s and Karin’s feelings about owning their own land (RL.2.7)
- ✓ Compare and contrast the new lives of immigrants to the Midwest like the Anderssons as described in “A Land of Opportunity” and Chinese immigrants like Lin Wen and his father as described in “Gold Mountain” (RI.2.9)
- ✓ Recount a personal experience related to the word *support* and its use in “A Land of Opportunity” (SL.2.4)

- ✓ Add a drawing to illustrate the word *support* to clarify ideas, thoughts, and feelings (SL.2.5)
- ✓ Add a drawing to the puzzle piece to clarify ideas, thoughts, and feelings related to “A Land of Opportunity” (SL.2.5)
- ✓ Identify new meanings for the word *land* and apply them accurately (L.2.5a)
- ✓ Identify how they would feel about living in a big city or in the countryside as a new immigrant to the United States
- ✓ Prior to listening to “A Land of Opportunity,” orally predict how living in the countryside as an immigrant might be different from living in the city, and then compare to descriptions heard in the read-aloud
- ✓ Share their puzzle piece drawing and sentence with others

### Core Vocabulary

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**homestead, *n.*** A farmhouse or other kind of house and the surrounding buildings and land

*Example:* Truman’s family had a homestead out West with a house, barn, and stable for horses.

*Variation(s):* homesteads

**legally, *adv.*** Allowed by law

*Example:* When Cate’s sister turned sixteen, she was legally allowed to drive.

*Variation(s):* none

**officially, *adv.*** Approved of by someone in charge


*Example:* Even though Jenny finished first, she was not officially declared the winner until after all of the races were finished.

*Variation(s):* none

**support, *v.*** To be loyal to or to encourage someone or something

*Example:* Tony’s older sister always came to his soccer games to support him.

*Variation(s):* supports, supported, supporting

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Making Predictions About the Read-Aloud</b>	U.S. map; world map or globe	10
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>A Land of Opportunity</b>	world map or globe	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Support</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Multiple Meaning Word Activity: Land</b>	Poster 3M (Land)	20
	<b><i>E Pluribus Unum</i> Puzzle</b>	Instructional Master 6B-1; drawing tools	



# A Land of Opportunity

6<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **Making Predictions About the Read-Aloud**

On a U.S. map, show students the area that makes up the Midwest of the United States. Also show students the area of Northern Europe (Germany, Norway, Sweden, and Denmark) on a world map or globe. Tell students that today's read-aloud is about two immigrants from Northern Europe who moved to the countryside in the Midwest. Tell students that they moved to a farm in the state of Wisconsin. Tell students that other immigrants moved to nearby states, including Minnesota. Help students locate Wisconsin and Minnesota on a U.S. map. Ask students to predict how living in the countryside as an immigrant might be different from living in the city.

### **Purpose for Listening**

Tell students to listen carefully to find out whether or not their predictions are correct.



## A Land of Opportunity

### ◀ Show image 6A-1: Lars with dirt in hand, with Karin

Lars and Karin Andersson looked out over the field. The rich, dark brown soil of Wisconsin reminded them of the best farmland back in Sweden. Lars knelt down and scooped up some dirt in his hand, and Karin thought, “Lars can ‘read’ the soil the way some people can read books. Somehow he knows if it is good or bad for growing crops.”

1 *Land* means an area of ground. Lars will turn this land into farmland. *Land* can also mean to come down out of the air, as an airplane or a bird does.

Now Lars stood up. “This is fine land,” he told his wife.<sup>1</sup> She could hear excitement in his voice. “Here we will grow wheat and corn. Over there,” he said pointing, “we can raise dairy cows for milk and butter.”

Karin walked a few feet away and said, “And over here we can build a house and raise a family.”

“Yes,” Lars agreed, “that is the most important thing of all.”



### ◀ Show image 6A-2: Poor European farmers

The Anderssons, like many other immigrants who settled in the American Midwest, came from Northern Europe. This means they emigrated from countries like Germany, Norway, Sweden, Denmark, and other nearby European nations and then moved to the United States.<sup>2</sup> These immigrants brought with them their knowledge of farming and a strong sense of working together as families and as neighbors.

2 [Ask a volunteer to point to the countries mentioned on a world map or globe.]

Immigrants like the Anderssons came to the United States because they could not own land in Europe. In Europe, kings and princes kept tight control over who was allowed to buy and own land. People who were not friends of the king, or of a rich nobleman or noblewoman whose family had owned land for many years, had trouble buying farmland. Without owning farmland, it was hard for many people in Northern Europe to make a living.<sup>3</sup> Friends of the Anderssons who had already settled in Wisconsin

3 How do you think you might feel if you had to be friends with the king in order to own land?

and nearby Minnesota had written letters back home to Sweden saying, “Join us in America! Things are different here in the United States. Here you don’t have to be the king’s friend to buy and own land; you just have to be willing to work very hard.”



◀ **Show image 6A-3: Abraham Lincoln**<sup>4</sup>

4 Who remembers the name of this U.S. president?

5 One acre of land is almost the same size as an American football field. Can you imagine owning and farming 160 football fields worth of land?

6 according to the law

During the American Civil War, in 1862, the American government under President Lincoln gave huge amounts of government-controlled land to homesteaders. A **homestead** is land someone settles on to live and farm. The government made it easy for farmers to own as much as 160 acres of land, which was more than enough for a successful farm.<sup>5</sup> A homesteader had to build a house on the land and farm the land for at least five years. At the end of that time, for a fee of eighteen dollars, the person or family would **legally** own the land.<sup>6</sup>

Many different people could become homesteaders. For example, unmarried men or women could become homesteaders. People coming to America as immigrants could become homesteaders. The United States gave all sorts of people a chance to own land and make a new life. Millions of people from across the United States and immigrants from many other nations came to the Midwest to lend their farming skills and worked hard to build up the United States.



◀ **Show image 6A-4: Lars and Karin coming to Wisconsin**

7 Many people had to sell everything they owned in order to afford to immigrate to the United States. [Ask a volunteer to point to Wisconsin on a U.S. map.] What immigration center do you think they went through?

With the hope of owning land and making a better life for themselves and their children, Karin and Lars sold nearly everything they owned in Sweden, bought tickets to America, crossed the sea on a ship, and ended up among the low, gently rolling hills of Wisconsin.<sup>7</sup>

Now that they had made it to Wisconsin, they had to decide what to do with their land. Lars said to Karin, “We will leave that patch of forest for now and start with the land that is already cleared. We will get a mule and a plow to loosen the soil and get the land ready to plant. To afford this, we will have to borrow some money and add that to the money we still have left from Sweden.”



← **Show image 6A-5: Lars and Karin working on their farm**

“And we will build a house,” Karin said. “It doesn’t have to be a big one. We can add on to it later when we’re more settled and have earned more money.”

And that is what they did. All across the Midwest of the United States, other immigrant farmers were doing the same things—working hard and starting a new life. Working long, hard hours, immigrants and other homesteaders turned the American Midwest into some of the finest farmland on Earth, pitching in to help one another through hard times, and sharing the joy of one another’s successes in this new land. With the help of their neighbors, the Anderssons built a house partly shaded by the trees they had decided to leave standing. They built a barn and painted it red. They grew wheat and corn to sell, and paid back the money they owed. They watched over every dollar they earned and every penny they spent. In time, both the little house and their family grew bigger. They now had a boy, Stefan, and two girls, Ingrid and Margareta.



← **Show image 6A-6: Family getting ready**

One day, five years after they arrived in the United States and claimed their land, the Anderssons were ready to pay their eighteen dollars so that their land, along with their house, barn, and farmland, would be theirs—**officially** approved by those in charge. That morning, the whole family took turns bathing in the large metal tub in the kitchen, into which they poured warm water heated on the stove.<sup>8</sup> Because it was such a special day, they dressed in their best clothes, which they usually saved for church. Karin even dressed up little Margareta in her best outfit. Then Lars said, “It is time. Everyone get into the wagon.” With a cry of “Git up!” to the two mules he had hitched to the front of the wagon, Lars shook the reins, and they started down the five miles of dirt road toward town. As they passed each neighboring farm, the neighbors waved and called out, “Congratulations, Karin!” or “We’re proud of you, Lars!”<sup>9</sup> Karin and Lars waved back and smiled—they were grateful for the **support** of their neighbors.

8 Remember, this story takes place in the late 1800s before there were bathtubs and showers like we have today.

9 How do you think the Anderssons felt?



◀ **Show image 6A-7: Mr. Ellgard congratulating the family**

At last the Anderssons reached town. Lars stopped the wagon in front of a government building and helped Karin and the children from the wagon. They walked inside and up to the counter. Proudly, Lars told the clerk, “Good morning, Mr. Ellgard. We have come to claim our land.”

Less than five minutes later, Mr. Ellgard smiled and held out his hand to shake.

“Congratulations, Lars,” he said. “Congratulations, Karin.” Then he turned to the two oldest children, Stefan and Ingrid, and said, “And congratulations to you, too. Thanks to your mother and father, one day you will own the land, too.” And Lars and Karin Andersson, farmers and now official landowners, proudly walked out the door and took their family home.

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

1. *Evaluative* Were your predictions correct about how life for immigrants who settled in the countryside was different than life in the city? Why or why not? (Answers may vary.)
2. *Literal* Where did Lars and Karin emigrate from or leave? (Sweden, in Northern Europe)
3. *Inferential* Why did Lars and Karin settle in the Midwest rather than in a big city? (They wanted to own their own land for farming and could not farm in a big city in the United States.)
4. *Literal* What pull factor brought Lars and Karin and other immigrants from Northern Europe to the Midwest? (the opportunity to own their own land for farming)
5. *Inferential* Why was the United States a “land of opportunity” for Lars and Karin? (They would be able to own their own land and make a better life for themselves and their children.)
6. *Evaluative* How would America be different today if immigrants like Lars and Karin did not settle in the Midwest? (Answers may vary.)



7. *Evaluative* Compare and contrast the new lives of immigrants to the Midwest like the Anderssons and the new lives of Chinese immigrants to the West Coast like Lin Wen and his father as described in “Gold Mountain.” (Answers may vary.)
8. *Evaluative* Did this story take place long ago or is it a modern story? (long ago) How do you know? (traveled in a wagon, bathed in a metal tub, etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* If you were an immigrant during the 1880s to 1920s, where do you think you might have lived: the city, or the countryside? Why? (Answers may vary.)
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### **Word Work: Support**

**5 minutes**

1. In the read-aloud you heard, “Lars and Karin waved back and smiled—they were grateful for the *support* of their neighbors.”
2. Say the word *support* with me.
3. *Support* means to be loyal to or to encourage someone or something.
4. Betty and her whole family went to the theater to support her little sister in her first play.
5. Have you ever done or said something to support someone else? Try to use the word *support* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I have given support when . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Think about a time when another person supported you in some way. What was happening? How did s/he offer support to you? Draw a picture of that time and include important details. [After drawing, have students write a sentence about the picture, making sure to use the word *support*. Some students may need to dictate their sentences to an adult, whereas others may be able to write their sentences independently. Give students the opportunity to share their drawings and writing with the class or a partner.]



**Complete Remainder of the Lesson Later in the Day**



# A Land of Opportunity

6<sub>B</sub>

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

#### *Multiple Choice: Land*

1. [Show Poster 3M (Land).] Refer to the numbers of the pictures on the poster:
2. '1' for an area of ground
3. '2' for a country or nation
4. '3' for returning to the ground

Students can refer to the numbers in their answers, or they can walk up to the poster and point to the picture of the sense of the word you are describing.

1. In the read-aloud you heard Lars tell his wife, "This is fine *land* . . . here we will grow wheat and corn. Over there we can raise dairy cows for milk and butter." Here *land* means an area of ground. Which picture of *land* matches the way Lars uses it in his conversation with his wife? (1)
2. *Land* can also mean other things, like a country or a nation. Which picture matches this description of *land*? (2)
3. In addition, *land* can mean to come down out of the air. For example, when a plane is about to land on a runway, it lowers its landing gear. Which picture matches this description of *land*? (3)
4. Now with your neighbor, quiz each other on the different meanings of the word. Think of an example of one of the uses of the word *land*. Remember to be as descriptive as possible and use complete sentences. For example, you could say, "It was interesting to watch the duck fly in and land in the water." And your neighbor should respond, "That's '3'."

5. In this read-aloud and throughout the domain, you have heard the phrase “land of opportunity.” Which definition do you think matches the way *land* is used in this phrase? In what ways is it like definition ‘1’? In what ways is it like definition ‘2’?

### ***E Pluribus Unum* Puzzle (Instructional Master 6B-1)**

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Remind students that the phrase *e pluribus unum*, meaning “out of many, one,” is a good motto for the United States because many different immigrants have come to the United States and made America one great country. Tell students that they are going to design another puzzle piece to help them remember some of the important things they have learned about immigration to the United States. Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- What country were Lars and Karin from?
- What push and pull factors brought the Anderssons to the United States?
- What contributions did immigrants in the Midwest make to the United States?
- What did it mean to be a homesteader?

Using Instructional Master 6B-1, have students draw a picture of something they learned from today’s read-aloud in the puzzle piece area. Then, they should write a word, phrase, or sentence along any one of the sides of the puzzle piece, sharing facts learned about immigrants who settled in the Midwest. Finally, students should share their drawing and writing with a partner.

Save these puzzle pieces for making the complete puzzle at a later time. Remind students that after all of their puzzle pieces are complete, they will cut them out and put them together to see the complete image.



# Pausing Point



## ***Note to Teacher***

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You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of immigration. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

## ***Core Content Objectives Up to This Pausing Point***

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Students will:

- ✓ Explain the term *immigrant*
- ✓ 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 *e pluribus unum*
- ✓ 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

## Student Performance Task Assessment

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### 10 Push and Pull Factors (Instructional Masters PP-1, PP-3)

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Distribute copies of PP-3 to students. Have them cut out the factor strips on the Instructional Master. Then distribute copies of PP-1 and PP-2 to students. As you read each factor strip, have students decide whether it is a push factor or a pull factor and place the strip under the correct heading.

### 10 Map Work (Instructional Master PP-4)

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Distribute a copy of PP-4 to each student. As you read the words and phrases in the word bank, ask students to write the word or phrase in the correct box.

## Activities

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### Image Review

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Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

### Image Card Review

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#### Materials: Image Cards 1–8

Using Image Cards 1–8, divide students into five groups, giving each group an Image Card. In their groups, have students describe what they see in the image. You may wish to walk around the classroom and prompt discussion with the following questions: Where is the place shown in the image? What are the people in this image doing? Are the people in these images immigrants? How do you know? Then, in their groups, have students share anything they learned in the read-alouds that connects to the image card in their hands. You may once again need to prompt discussion by asking the following:

- What were the names of the two immigration centers?
- Which immigrants passed through Ellis Island? Angel Island?
- Where did many new immigrants live?

- Why did immigrants come to the United States?
- What kinds of jobs did immigrants have in the city? In the countryside?
- Were new immigrants always welcomed by Americans?

## Domain-Related Trade Book or Student Choice

### Materials: Trade book

Read a trade book to review a particular concept or event; refer to the books listed in the Introduction. You may also choose to have the students select a read-aloud to be heard again.

## Key Vocabulary Brainstorming

### Materials: Chart paper, chalkboard, or whiteboard

Give the students a key domain concept or vocabulary word such as *immigration*. Have them brainstorm everything that comes to mind when they hear the word, such as *push and pull factors*, *freedoms*, *opportunity*, etc. Record their responses on a piece of chart paper, a chalkboard, or a whiteboard for reference.

## Somebody Wanted But So Then

### Materials: Instructional Master PP-5

Explain to the students that they are going to retell the story of Charles Steinmetz, first individually, and then together as a class. Tell students that they are going to retell Charles's story using Instructional Master PP-5, a Somebody Wanted But So Then worksheet. Students who participated in the Core Knowledge Language Arts program in Kindergarten and Grade 1 should be very familiar with this chart and will have seen their Kindergarten and Grade 1 teachers model the exercise. Have these students work in pairs to orally fill in the chart together while one person acts as the scribe. If you have students who are new to the Core Knowledge Language Arts program, you may wish to work with them individually or in a small group, guiding them through this exercise.

If time allows, have students share their charts with the class. As they recount the story, you may wish to refer back to Flip Book images 2A-1 through 2A-8. As students retell the read-aloud, make

sure to use complete sentences and domain-related vocabulary to expand upon their responses.

For your reference, completed charts should follow these lines:

<b>Somebody</b>	Charles
<b>Wanted</b>	Wanted to immigrate to the United States from Germany.
<b>But</b>	But because Charles couldn't speak English, didn't have a job, had no money, and his body bent to one side, the clerk wanted to send him back to Germany.
<b>So</b>	So, Charles's friend Oscar told the clerk that Charles was a mental giant and that he would pay for Charles's way until he found a job.
<b>Then</b>	Then, the clerk let Charles into the United States. Charles made many scientific inventions and discoveries, worked with Thomas Edison, and helped the United States with his talents.

## Riddles for Core Content

Ask students riddles such as the following to review core content:

- I left my home country and settled in another country. Who am I? (an immigrant)
- I am an immigrant who came to the United States from China looking for "Gold Mountain." What immigration center did I go through? (Angel Island)
- I welcomed immigrants whose ships came through New York Harbor to America. What am I? (the Statue of Liberty)
- I came to the United States because the potato blight made it difficult to find food. Who am I? (an Irish immigrant)
- I was almost turned away at Ellis Island because of my appearance and other issues, but ended up being a great help in bringing electricity to more people. Who am I? (Charles Steinmetz)
- I am an immigrant who came to the United States from Europe looking for a better life. What immigration center did I go through? (Ellis Island)
- I am the Latin phrase that means "out of many, one." What phrase am I? (*e pluribus unum*)



- I am a phrase that describes the many reasons people left their home countries. What am I? (push factors)
- I am a part of the United States that has a lot of open land. Homesteaders built their homes and farmed here. (the Midwest; Wisconsin)
- I am the traditional ways of doing things, and include foods, decorations, and celebrations from one's homeland. What am I? (customs)

## Venn Diagram

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### Materials: Instructional Master PP-6

Tell students that they are going to use a Venn diagram to compare and contrast some of the things they have learned thus far about immigration. Remind them that to *compare* is to tell how people or objects are similar, and to *contrast* is to tell how people or objects are different.

Write the following list on a piece of chart paper, a chalkboard, or a whiteboard. Have students choose something from the list to compare and contrast.

- the lives of new immigrants in New York City and in the Midwest
- Ellis Island and Angel Island
- the Chinese immigrants and the Irish immigrants
- push factors and pull factors

**Note:** You may wish to have students draw a picture to accompany their diagram. For assessment, students should complete Instructional Master PP-6 individually; however, you may wish to have students complete it in groups or as a class.

## Class Book: Immigration

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### Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have the students brainstorm important information about the following: why people immigrate; Charles Steinmetz; Ellis

Island and Angel Island; life in the city as an immigrant; life in the Midwest as an immigrant; and the challenges of immigration. Have each student choose one idea to draw a picture of, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

### ***Machina: Out of Many, One***

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To reinforce the Latin phrase *e pluribus unum* (“out of many, one”) tell students that they are going to create a fictional machine, which we will call a *machina*, the Latin word for “machine.” Tell students that they are going to be the parts of this machine. Have students decide what the machine will do and discuss how they all come together as many parts to make one working machine—out of many, one. You may also want to apply this motto to your class, telling students that out of many students from different families and different neighborhoods, one classroom community is formed.

### **Research Activity: Ellis Island and Angel Island**

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#### **Materials: Image Cards 7 and 8**

Review with students what they have already learned about Ellis Island and Angel Island. Remind students that both Ellis Island and Angel Island are no longer used as immigration centers. Both are now museums that the public may visit to better educate themselves about the history of immigration to the United States. If students have any further questions about either one of these historical immigration centers, you may want to provide students with an opportunity to do research. You may do this research as a class or have students do their research individually. Encourage students to present their findings to a group of students or to the class.

If you choose to focus your research on Ellis Island, the following website offers an excellent interactive tour of Ellis Island: [teacher.scholastic.com/activities/immigration/tour/index.htm](http://teacher.scholastic.com/activities/immigration/tour/index.htm). Since this website is intended for older students, you may wish to go through the interactive tour as a class in a computer lab or

with the use of a projector, if at all possible. Make sure to reinforce domain vocabulary whenever possible as you go through the interactive tour.

## **Research Activity: The Statue of Liberty**

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### **Materials: Image Card 1**

Remind students that they have heard a lot about the Statue of Liberty and what a hopeful sight it was for the many immigrants who passed through Ellis Island. Show students Image Card 1 and Flip Book images 1A-7, 2A-1, and 2A-4, where the Statue of Liberty appears. If students are interested, have them research some facts about the history of the Statue of Liberty. As a starting point, you may wish to look through the trade book listing in the Introduction for nonfiction books on the Statue of Liberty.

You may also wish to read the poem engraved on the pedestal upon which the Statue of Liberty stands, called “The New Colossus,” by Emma Lazarus. You may need to rephrase some parts of the poem in order to enhance students’ understanding. Additionally, you may have students create their own poem about the Statue of Liberty and the hope it gave immigrants arriving in New York after their long journey. Make sure to reinforce domain concepts and domain vocabulary throughout this activity.

## **Writing Prompts**

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Students may be given an additional writing prompt such as the following:

- People immigrate to the United States because . . .
- The day I landed at Ellis Island . . .
- The day that I first saw the Statue of Liberty . . .