



# Culminating Activities

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## Note to Teacher

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

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## Remediation

You may choose to regroup students according to particular areas of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds
- reading the corresponding lesson in the *Supplemental Guide*, if available

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## Enrichment

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### Guest Speaker

Invite parents or trusted community members who are naturalized citizens to talk about being an immigrant and/or the process of becoming a citizen. Invite them to bring in any photographs or other objects that were part of this history. You will want to share with your

guest speakers, ahead of time, what you have already discussed in class so that they are better able to address the students.

## **Personal Connections**

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Your students should have taken home a family letter (Instructional Master 1B-2), which introduced the domain to a family member. This letter also asked a family member or adult friend to share with students their immigration story or their family's immigration history. Have students retell the immigration history told to them by the adults in their lives. Encourage students to bring in any photographs or items they might have to help them share this history. If students are unprepared for this exercise, you may wish to share your own family's immigration history as an example.

## **"The Star-Spangled Banner"**

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**Materials: A recording of "The Star-Spangled Banner"; drawing paper, drawing tools**

Have students listen to "The Star-Spangled Banner" again. While they listen, have them draw what information comes to mind from the domain. You may wish to work with your school's music teacher to have your students learn this song.

## **"We the People" Crossword**

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**Materials: Instructional Master CA-1**

Using Instructional Master CA-1, read and discuss the Preamble with your students. ("We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.") As you discuss the Preamble, you may wish to prompt responses with the following questions:

- What do we call the introduction to the Constitution? (the Preamble)
- What does the Preamble say the people want the Constitution to do? (have the states form a more perfect union so the nation runs more fairly)

- What does the Preamble say that American laws must do?  
(establish justice or protect the liberties and freedoms of all the people)

Tell students that each numbered item on the instructional master is a clue to a word in the box. Explain that students will need to first read the clue, then find the matching word, and finally write the matching word in the puzzle. Depending on your class, you may wish to complete one example together as a group and/or read all of the clues out loud, having students silently write the matching word in the puzzle.

Additionally, *Schoolhouse Rock!* has a song and a video of the Preamble that your students may enjoy. After you watch the video or listen to the song about the Preamble, you may wish to lead students in a discussion about the Preamble, the Constitution, and its significance to the American people. Make sure to reinforce domain vocabulary and concepts throughout the discussion.

### Latin Soup: Out of Many, One

**Materials:** Soup pot; different vegetables; different spices

**Note:** Be sure to follow your school's policy on food distribution and allergies.

Remind students that they learned *e pluribus unum* means “out of many, one.” Ask students if they can think of anything that takes many parts or ingredients to make one thing. Students may suggest cakes, pizza, or salads. Show students the soup pot. Tell students that they are going to make one class soup out of many ingredients. Provide students with different vegetables and different spices. Call out the name of each ingredient, and have students put that ingredient into the pot.

As students place their ingredients into the pot, reiterate that just as all of these different ingredients come together to make one soup, many different immigrants have come to the United States and made one great country. Tell students that each immigrant brings something different to the United States, just like each ingredient brings a different taste to the soup. Explain that all of these immigrants, just like all of the ingredients, can work together to make something wonderful.

## **On Stage: Coming to America**

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

Have a group of students plan and then act out a journey to America and their entrance into the United States through either Ellis Island Immigration Center or Angel Island Immigration Center. You may wish to use Image Cards 7 (Ellis Island) and 8 (Angel Island) beforehand to prompt discussion of what they know about both places.

Have students share what country they are pretending to emigrate from. You may even encourage students to assume the identity they wrote about in their friendly letters. Set up different stations in your classroom for students to visit as they pretend to be immigrants going through Ellis Island or Angel Island. As the teacher, you may wish to act as an immigration officer and/or a medical examiner. You may also wish to enlist the help of other teachers for this simulation. Prepare questions in advance, similar to the questions asked of Charles Steinmetz when he arrived at Ellis Island. Have some students successfully pass through, and tell others they must turn back to their homelands. To help determine this, you may wish to prepare index cards with health statements for each student. Have some cards say, “In good health,” and other cards describe an ailment such as “bad cough,” “rash,” etc. Have students choose these cards at random prior to the simulation.

After the simulation has been completed, have students share their feelings about going through an immigration center, either in writing or as an oral presentation to the class. Make sure to reinforce domain vocabulary throughout the simulation and in the students’ discussions.

## **On Stage: Naturalization Ceremony**

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Review what it means to be a naturalized citizen in the United States. Review what immigrants must do in order to become naturalized citizens. Ask students what kinds of questions they think would be on a naturalization test. Ask students if they think it would be hard to learn a completely new language and take a test in it. Have some student volunteers pretend they are all immigrants who will become naturalized citizens. Have the volunteers take an oath of loyalty to the United States as people would during the

naturalization ceremony. Encourage the use of domain vocabulary throughout the activity.

## Exploring Mosaics

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### **Materials: Pictures of mosaics; art materials**

Have students use available resources to search for examples of mosaics. You may wish to make a display of mosaic images students find. Point out to students that some of the mosaics show animals, people, or objects; others are patterns and designs.

Have students create mosaics of their own. They may wish to use small squares of paper, photos, tiles, or another material to create mosaic pictures or designs. Allow students to share or display their mosaics.

## This Land Is Your Land

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### **Materials: Trade book *This Land Is Your Land*, words and music by Woody Guthrie and paintings by Kathy Jakobsen; a recording of the song**

Tell students that there is a well-known song that celebrates the natural beauty of America and the American people. Share with students that the song is called “This Land Is Your Land” and was written by a singer and songwriter named Woody Guthrie. Share with students that most people know this song today as a celebration of America as a nation of freedom and hope. Tell students that freedom and hope are two reasons, or pull factors, that bring immigrants to the United States. Explain that the United States is a land, or nation, that becomes an immigrant’s new home, and it becomes just as much their home as it is home for people who have lived in the United States for decades.

If available, play the song for students. After students listen to the song, help them summarize the message in each verse and in the chorus. You may need to read each verse or play the song multiple times. Ask students how they feel when listening to this song. Ask students how they think immigrants would feel when listening to and singing this song.

To further your discussion of the meaning of this song, you may also wish to read the trade book *This Land Is Your Land*, with words and music by Woody Guthrie and paintings by Kathy Jakobsen.

**Note:** If your school has a music teacher, you may want to collaborate with him/her to teach this song to your students.

### **Letter to James Madison**

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Have students use what they learned about the friendly letter format to write a letter to James Madison. You may wish to guide students through the five parts of the friendly letter again before they begin brainstorming. The students may write about what they think of the Constitution and the Bill of Rights, or ask any questions they have about these two documents.

### **Role-Play a Scene**

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Have students work in pairs to role-play this scene: It's the year 1900. You and your partner are sailing into New York Harbor together, coming to your new home—America! How would you feel at that moment? What would you say? Make up dialogue for the scene and act it out.

### **Research Activity: Famous Immigrants**

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Remind students they have learned a lot about the history of immigration to the United States. Remind students they have learned that the United States is referred to as a land of immigrants. If students are interested, have them research famous immigrants that have made improvements to the United States, like Charles Steinmetz. Their research does not have to focus on the field of science; they may look into the arts, music, literature, etc. Encourage students to present their findings to a group of students or to the class.

### **Writing Prompts**

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

- The day I became a naturalized citizen . . .
- To be a citizen means . . .
- The United States is a “land of opportunity” because . . .