

WHAT WOULD YOU BRING?

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CREATED FOR: Alloway Creek Elementary School (1/2020)

AREA(S) OF CONCENTRATION: Art, ELA, Library Science, STEM & Social Studies

TOPIC: Immigration

GRADE LEVEL: 3rd Grade

AIM: The Student will use photography to increase their understanding of immigration.

GOAL: After the photography project is complete, students should have a clear understanding of what immigrants traveling through Ellis Island in the late 1800s/early 1900s would have brought to the United States.

LESSON 3 of 10 (20 minute lesson in a small group or 6-8 3rd graders)

MATERIALS NEEDED: iPad (1 for every 2 students in the class), Camera+2 App installed, Snapseed App installed, Student Workbook, Writing Organizer, Display for Final Project, 5x7 print of final photo and story. See List of Ideas Items below

ANTICIPATORY SET

Intro: “The first thing we are going to do each time we meet is some breathing exercises. It will help us calm down, and it will be essential for us to remember as when we get to some of our next lessons.”

Exercise: Balloon Breaths-Time Required: 1-2 minutes

The Benefits: Teaches breath awareness (with lots of movement and fun)!

How It Works:

1. Have students stand in at their tables[or spaces], facing a partner.
2. Ask students to think of their favorite color and then imagine a giant balloon of that color.
3. Have students slowly and deeply inhale through their nose, filling up their bellies (their balloons!) with air. As they fill their stomachs up with air, have them extend their arms open and up over their heads as their imaginary balloon fills up.
4. When the balloons are full, students will hold their breath at the top for a moment.
5. You can “pop the balloon” for your students, and students can twist and turn and fall as they exhale...like a balloon twisting and turning as it deflates.

Today we are going to use the creative process to complete a project, with a show of hands have any of you ever heard of the creative process? We are going to use the creative process to make a photo AND write a story. Did you know that what you have learned in the art class can also be applied to ELA and

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writing?

We are going to use the information we have learned about immigration and through our research project to brainstorm some ideas we can use if we were immigrating about a hundred-twenty years ago to the United States of America.

Remember we are going to imagine we are an immigrant in the late 1800s early 1900s traveling to America from your country. We are going to use the creative process to come up with our idea. If you were an immigrant into Ellis Island about 120 years ago, what would you bring with you?

Remember we are going to bring in objects from home; we will make photos of the object as well as write a story about it. Our last day will give a presentation of our photo and read our story. Turn to page 2 in your 'student workbook' so we can review the creative process. At this time, we are going to break-up into our small groups. I will be working on you, and we will be coming up with our ideas. Your teacher will be working with you as you begin the writing process.

Before we break up in our small groups lets watch this short clip about WANTS vs. NEEDS.

Can you tell me what our four basic needs are? “

Food, Shelter, Water and Clothing

“Correct! What are some wants? “

Allow students to list about 25 things.

“Why would it be important for us to remember what our NEEDS are and not just our WANTS when we begin thinking of our ideas?”

Allow students to talk about what that might be with their partner.

“ We are now going to break-up in our small groups to begin our project.”

Activity: The teaching artist begins and engages students in a related discussion on their knowledge of the creative process and what they have learned about immigration. After a review of their knowledge, the teaching artist will have the students begin working on the idea portion of their project. Include further direction about wants vs. needs, and a brainstorming session in their Student Workbooks to write all their ideas about what they would bring on their journey.

STATED OBJECTIVES

Using the Creative Process students should be able to know the following after this unit.

Students will begin to understand the Wants vs. Needs.

Students should have a grasp on what type of objects would have been around during the immigration period.

Students should have a list of 6 or more ideas of items they can bring from home for their project.

MODELED PRACTICE

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“Today, we will be using the Creative Process to decide what we are bringing from home if we were going to leave our country and move to another one. We will consider wants vs. needs to help brainstorm these ideas. If you were leaving this country to move to another country, what would you want to bring? Our first step in the creative process is the idea stage.

I thought that you might have trouble with ideas, so I brought in several ideas to help get your creative juices flowing. I am showing you some objects and explaining why immigrants would have brought them; I hope this helps you think of items you have at home that you might want to bring.”

It is helpful for the teaching artist or classroom teacher to bring in several items the students can look at to begin to understand what they would bring, see list below for suggested objects. Students can begin recording their brainstorm ideas in their Student Workbooks.

- Checker/chessboard
- Dice
- Marbles
- Playing cards
- Cup, bowl, fork, and spoon
- Mixing bowl (metal or wood)
- Rolling Pin
- Cookie Cutters
- Candle Stick holders
- Baskets
- Candles
- Tools - hammer
- Blocks
- Jacks

GUIDED PRACTICE

“Please take out your student workbook on Immigration and turn to page three, as a reminder we are coming up with ideas that we would want to bring with us if we were immigrating to Ellis Island in New York City about a hundred-twenty years ago. As you look at the creative process, remember you are coming up with ideas that you might want to both photograph and write about. Look at the items I brought, is there anything thing there that you have at home that you would want to bring? Remember, the objects do NOT have to be a hundred-twenty year old. They need to have existed a hundred and twenty years ago, so no phones, tablets, or gaming systems.”

On the whiteboard, write some items you would want to bring if you were immigrating to another coun-

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try, including in that list thing that would NOT be good for the project as well as items that would be ideal.

INDEPENDENT PRACTICE

Allow students several minutes to draw or write their ideas in their Student Workbooks. The introduction and brainstorming can take 20 minutes.

“Look over your list of ideas. You are going to go home and talk to your parents about bringing this object to school for a few weeks. We are sending a letter home today explaining the project and when your item is due.

CLOSURE

The next lesson will be finalizing our idea and beginning the planning stages of photography. Students will begin learning photography concepts and sketching their ideas. Once they have chosen their idea, they are going to be sticking with it throughout the unit.