

# 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 4 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.

## ANTICIPATORY SET

Intro: “Does anyone remember what process we used yesterday in our small groups?” *The Creative Process*

“What step of the creative process were we one?” *Idea*

“Today, we are going to finalize our idea. Just like in art, once we come up with an idea, we are not going to change the idea. Are we going to use the same idea for our photograph as we do our writing?”  
*YES,*

“So we aren’t going to use our iPhone 11 for our story and our Tesla for our photo. We are going to use the same object for both projects. Would we use an iPhone or a Tesla as our idea?” *NO*

“Why not?” *Because they were not around during that time period!*

“We are going to break-up in the same groups we were in yesterday and worked on finalizing our idea. Remember we talked about being alike and different, your object should be reflective of you.”

Activity: Narrowing down the idea portion of the “What Would you Bring” project.

## STATED OBJECTIVES

1. What do I have to say?
2. To come up with an object, the student can bring from home that they would want to bring if they were immigrating from their country (library research project) to the United States.
3. The object should be something that would have been used in the time period. They can bring in dominos, but they do not need to be dominos that are of the time period.
4. The object needs to be school appropriate.

# WHAT WOULD YOU BRING?

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5. The object should be 3D.
  6. They should understand wants vs. needs. If their object is a want, there should be an understanding of why they are bringing it.

## MODELED PRACTICE

“Today, we are continuing to use 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 use it to consider wants vs. needs. If you were leaving this country to move to another country, what would you want to bring? Yesterday we began working through the creative process. Today we are going to look at our list of ideas and narrow it down to an object we want to bring from home that we can make a photo or and write a story.

“Yesterday I showed you a bunch of ideas that I brought to get your creative juices rolling. I brought in these cookie cutters. Are cookie cutters a want or a need?” *A want.*

“You all are pretending to be immigrants, so I am going to pretend that I am an incredible baker, and everyone wants to eat my cookies! If I was a baker and everyone wanted my cookies, would it still be a want, or could it be a need?” *A need because you would need your cookie cutters to be able to make cookies for people so you could sell them to make money so you can buy food, water, shelter, and clothing.*

If students are having trouble with that concept, give a similar example with another object.

## GUIDED PRACTICE

“Take out your student packet and turn to page three. We are going to look over our list and narrow down our ideas so we can pick one great idea.

Write the following on the whiteboard:

iPhone (Cell Phone)

Gaming System

Tablet

Lamp

Vacuum Cleaner

Pocket Knife

Cat

Dog

Photo

Money

Painting

# WHAT WOULD YOU BRING?

Stuffed Animal

Doll

Blanket

“I want you to look at your idea list. If you have anything on your list that plugs into a wall, uses batteries, or needs to be recharged, please draw a line through that idea. These ideas wouldn’t have been in our time period.”

“Now, let’s look at the next few items on my list. Why do you think we should cross these items off the list?” *Because they are not allowed in school,*

“These items are against school rules. I don’t want anyone getting in trouble for bringing a pocket knife to school. If you have any items on your list that are against school policy, please cross them out. If you aren’t sure, please raise your hand.”

“Now let us look at the next few items; photos, money, and painting. What do these items have in common?” *They are flat.*

“Yes, they are 2D, we are only going to use 3D objects since they will make a more interesting photo than something 2D. If you have anything on your list that is 2D, please cross those items off now”

“Now lastly, please look at your list, if you have stuffed animal, blanket or doll written down, please cross those items off your list. The ONLY exception will be if your stuffed animal is 100 years old.

## INDEPENDENT PRACTICE

“Now, I want you to look over your items and number the item that is most important to bring from home. So if you can pick any item to bring, what is your number one choice? Then pick your number 2 choice. And your third choice. Once you have your top three choices, I want you to look at your number one choice and decide if it is the best choice. Can you easily bring it to school, do you think your parents will allow you to bring it? Once you have your idea picked, please write it at the bottom of page 3 and raise your hand.”

## CLOSURE

Check each student’s idea to be sure it is school appropriate and what will make a good photo. The next time you meet with the students, you will begin the planning stages of our project.