**Inter-District Unit: Culture and Heritage in America**

The goal of this unit is to allow 3rd, 4th, and 5th grade students from Daniels Farm Elementary School in Trumbull and Madison Elementary School in Bridgeport to interact online using a Google environment for face-to-face interaction. Students will study various aspects of culture and heritage, and develop an understanding of the history of immigration in America. Students will study and discuss the challenges and strengths that arise from the diversity in America.

Unit Introduction: Students will explore the topic of immigration. Through fiction and informational texts, students will identify main ideas and infer themes related to the immigrant experience. Students will determine the meaning of general academic and domain specific words and phrases about the topic of immigration. Students will also use multimedia resources to explore immigration in America.

Essential Questions:

1. Why is culture important to people?

2. How can we relate to the immigrant experience today?

3. How did the immigrant experience affect immigrants?

Enduring Understandings:

1. Culture and traditions help people feel like they are part of a community.

2. The immigrant experience was difficult for many immigrants.

3. Immigrants persevered in their pursuit to build a better life.

**Preparation: Defining Culture**

Prior to working online, teachers will explain to students that they will be participating in an online project with students from a nearby elementary school. As part of the project, they will study different cultures, and learn how people from a variety of backgrounds arrived in America.

In preparation for the online sessions, teachers will lead a discussion with students about students’ heritage. Teachers will define “heritage” and ask students what they know about their heritage.

After a discussion about family heritage, teachers will read *The Memory Coat* and lead a discussion about this fictional account of a family immigrating to America. For homework, students will gather information about their family’s heritage using *Worksheet 1: Family Heritage.*

**Online Session One: Interviewing & First Five Stops at Ellis Island (45 minutes)**

Students will meet their partner online. During the initial contact with their partner, students will interview their partners, and share information about their family heritage by using *Worksheet 2: Interviewing your Partner.*

After the interview, students will go on a virtual tour of the first five stops immigrants experienced at Ellis Island.

Visit this Website: <http://teacher.scholastic.com/activities/immigration/tour/stop1.htm>

During each stop, the partners will work collaboratively on a Google Doc named *Worksheet 3: First Five Stops at Ellis Island*. Once students complete the Worksheet 3, they should review their work, and make any final corrections. After completing Worksheet 3, the online session will end.

**Online Session Two: Last Five Stops at Ellis Island (45 minutes)**

Students will meet their partner online and finish the virtual tour of the last five stops immigrants experienced at Ellis Island.

Visit this Website: <http://teacher.scholastic.com/activities/immigration/tour/stop1.htm>

During stops 6-10, the partners will collaborate and complete a Google Doc called *Worksheet 4: Last Five Stops at Ellis Island*. Once students complete Worksheet 4, they should review their work, and make any final corrections. After completing Worksheet 4, the online session will end.

**Online Session 3: Grandfather’s Journey (30-45 minutes)**

Students will meet online and listen to a reading of the story *Grandfather’s Journey*.

*Grandfather’s Journey* may be accessed by clicking the following link: <https://www.youtube.com/watch?v=PEfhJstC43Y>

After listening to the story, the students will collaborate and complete a Google Doc called *Worksheet 5: Grandfather’s Journey.* Once students complete Worksheet 5, they should review their work, and make any final corrections. After completing Worksheet 5, the online session will end.

**Online Session Four: Atlantic Slave Trade (45 minutes)**

Students will meet online and watch a video titled *The Atlantic Slave Trade.*

The video may be accessed by clicking the following link: <https://www.youtube.com/watch?v=znwRJ5K85XI>

After watching the video, students will collaborate and complete a Google Doc titled *Worksheet 6: The African Slave Trade*. Once students complete Worksheet 6, they should review their work, and make any final corrections. After completing Worksheet 6, the online session will end.

**Online Session Five: Separate is Never Equal (45 minutes)**

Students will meet online and watch/listen to a reading of the story *Separate is Never Equal.*

The story may be accessed by clicking the following link: <https://www.youtube.com/watch?v=gW6jzzIwAQo>

After listening to the story, students will collaborate and complete a Google Doc titled *Worksheet 7: Separate is Unequal*. Once students complete Worksheet 7, they should review their work, and make any final corrections. After completing Worksheet 7, the online session will end.

**Online Session Six: Journal of an Immigrant (30-45 Minutes)**

Students will meet online and complete the journal assignment described in *Worksheet 8:Journal of an Immigrant.* After the students complete the journaling assignment, they should check their work. Once the journaling assignment is over, the session will end.

**Follow-Up Activity (60 minutes)**

After completing their online experiences together, students will plan for an in-person meeting with the student he or she worked with. This in-person meeting will occur at Sacred Heart University on June 8th. Each student should prepare a Google Slides presentation on his or her partner’s heritage. For example, if a student worked with a partner whose heritage is Dominican, the student will prepare a Google Slides presentation about the history and culture of the Dominican Republic. The presentations will be shared when the students meet in-person at Sacred Heart University. Students will use computer labs at Sacred Heart to access and share their Google Slides presentation. Attached is an overview of this assignment called *1b Google Slides Presentation.*