**Information**

*Grade 4*

*25 students – whole class lesson*

*Social Studies – 45 minute lesson*

**NYS Social Studies Scope and Sequence Standards – Grade 4**

**Unit 5: Growth and Expansion (Mid-March—April)**

***Essential Question:*** *What was the effect of industrial growth and increased immigration on New York?*

**Focus**: Case study of immigration/migration in New York City

- Reasons for immigration to New York 1.1a, 1.2b, 1.4b, 1.4c, 2.3a, 2.4a

- Financial gain 1.3a, 1.4b

- Contributions of immigrants (culture, recreation, food, language, skills) 1.1a, 1.2b, 1.3a, 1.4a, 2.4a, 4.1b

**NYS ELA Common Core Standards – Grade 4**

**Speaking and Listening**

Grade 4 Students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.
   1. Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   2. Follow agreed-upon rules for discussion and carry out assigned roles.
   3. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
   4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
   5. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.

**Language**

Grade 4 Students:

1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   1. Choose words and phrases to convey ideas precisely.

c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**Learning Objectives:**

Students will be able to:

* use listening skills to comprehend video content and apply content knowledge to their own work.
* use group work as a means to create and develop ideas.
* use historical information about Nathan’s Hot Dogs to better comprehend concept of immigration, financial success, and the American Dream.
* use newly acquired understanding of American Dream to brainstorm different ways to represent this goal.

**Materials:**

* Timeline, archive photographs, and archive postcards from website about Nathan’s Famous Hot Dogs: <http://nathansfamous.com/PageFetch/getpage.php?pgid=39>
* Picture of the “American Dream” - <http://totalfratmove.com/wp-content/uploads/2011/10/d0dcf869247f0494e7f38adab27e2b241112136037-500x338.jpg>
* Video clip from “Titanic” (~10 minutes)
* Smartboard
* Pencil, paper, art supplies

**Set/Implementation Procedures:**

*By this time in the year, we know a great deal about immigration and Ellis Island, but what we do not know much about is what happened when many immigrants arrive in the United States, especially in New York. We are going to focus on this today in the greater Coney Island unit that we have been doing. We are going to look in depth at Nathan’s Hot Dogs. Located in Coney Island, Nathan’s Famous Hot Dogs was actually founded by a Polish immigrant family. Throughout this lesson, I want you to ask yourselves these questions (even if you may know the answer to them, use this as a refresher):*

* + *Why would immigrants leave their home to come to the United States?*
  + *What is this “American Dream” that they have?*
  + *What did they look forward to doing in the United States that was different than their home country?*
  + *What are some difficulties that they encountered when arriving in the United States?*

*Today, we are going to look at a few examples of the “American Dream.” Does anyone have any ideas of what the “American Dream” may be?* (A short whole class discussion will take place so the students can use each other’s ideas to branch off of and to develop an idea of what the “American Dream” was in the time of immigration to the United States.)

* First, we will look at the drawing highlighting an immigrant’s “American Dream.” We will have a turn and talk with a partner to try to answer the question: “What is the artist trying to display to us about the American Dream?” We will come back together to generate some ideas about what the immigrants on the ship are hoping to do once they pass through New York’s Ellis Island, in an ideal world, in their own “American Dream.”
* To supplement this drawing, we will watch a clip from Titanic. Again, I will remind the class to focus on the initial questions asked of them while they watch. Once we come back together, we will have another turn and talk with a different set of partners to answer the question: “How are the clip from Titanic and the drawing similar when we look at the American Dream?” We will come back together and have a discussion with students volunteering what they have noticed about both the drawing and video clip.
* Now, we will look at an example of financial success, a part of the American Dream, in Nathan’s Famous Hot Dogs. Who has been to Nathan’s Famous Hot Dogs or knows anything about the history? Taking a few hands here and having a short discussion, I will move on to giving the students a brief history of Nathan’s Famous Hot Dogs by visiting the website. Once we walk through the history, a timeline, and various photographs and postcards pertaining to Nathan’s Famous Hot Dogs, we will have a brief discussion about whether the students believe that this immigrant family fulfilled their “American Dream” and how they accomplished this. We will touch on immigrant’s problems they encountered when they first came to the USA to get the students thinking about prejudice in this context. For instance, when they first came to America and especially Coney Island, how Coney Island was, in a sense, a sanctuary for many immigrants to create new lives for themselves in the development of small communities (and further how this led to the development of financial gains/the development of New York City’s diverse population).
* We will now break up into small groups to create a project about our concept of the “American Dream” based on what they now know about Nathan’s Famous Hot Dogs. With 2-3 person groups, students can choose how they want to represent their concept of the American Dream. They have a few choices of what to do that must include Nathan’s success in Coney Island that portray the American Dream:
  + Writing newspaper articles
  + Drawing a series of pictures/cartoons
  + Writing a script/creating a storyboard and acting out a news report/interview
* Students should do research to help them develop a greater concept of the American Dream and Nathan’s Famous Hot Dogs via technology or through books about immigration.
* Students will be given the rest of the double period and the next few days during class time to work on the project and at home. They will be given a packet about what they have learned in class about Nathan’s and an “idea sheet” to help them pick out the most important parts that they want to include in their representation of the American Dream.

**Differentiation:**

* The multiple visual displays that represent what we have learned in class will help students to gain an in-depth understanding of the content.
* Students with special needs may participate in whole class discussion through raising hand with thumbs up or down to agree/disagree with others’ concept of American Dream.
* Students with special needs may do a combination or variation of the project required as long as they touch on what will be assessed at the end, and also have the choice to do project individually, with adult/paraprofessional assistance, with classmates, or a combination of both (see assessment).

**Assessment:**

* Informal assessment including:
  + Thoughtful, contributing, and appropriate participation in whole group discussion
  + Thoughtful, contributing, and appropriate participation in turn-and-talks
  + Thoughtful, contributing, and appropriate questions asking in small and whole group discussion
  + Equal and appropriate contribution while working on group project
* Formal assessment including:
  + Does student help group members to present project in a clear way that allows other students to understand the project?
  + Can student identify what, in their project, identifies the American Dream?
  + Does student have a clear and correct concept of the American Dream as seen in the group presentation of project?
  + Does group use knowledge acquired both in and out of class to add to the success of their project? Does this help them define the American Dream?