Welcome to America

Immigration Lapbook Project
Close Reading Passages
Text Dependent Questions
What is Included...

All of the printables required to construct your own Immigration to America Lapbook (including color and black/white option for cover and colored flags)

(6) full-page close reading passages that give information about each country and their migration to America. Each passage includes key vocabulary with definitions. Each passage also includes a page of text dependent questions.

- China (730 L)
  - Constructed Response: Comprehension questions
- Russia (690 L)
  - Constructed Response: Compare and contrast question
- Italy (750 L)
  - Constructed Response: Comprehension question
- Ireland (760 L)
  - Constructed Response: Compare and Contrast questions
- Sweden (800 L)
  - Constructed Response: Comprehension question
- Germany (850 L)
  - Constructed Response: Comprehension questions

(1) two-page close reading passage giving information about the immigration station at Ellis Island. (1030 L) Includes key vocabulary with definitions and a constructed response passage with a comprehension question.

Immigration to America Informational Booklet. Includes all of the above close reading passages in an easy-to-assemble mini booklet. Each country also includes a cartoon image that can be colored. Booklet also includes a bonus word search that reinforces vocabulary!

No outside research on your part is necessary to complete this lapbook – everything is included!
### What is Included…

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<td><strong>Unit Preparation:</strong> Suggestions and tips from a teacher who has already used these resources.</td>
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<td><strong>Text Codes for Close Reading:</strong> Use these text codes to get your students to slow down and think hard about the complex reading. Full page and ¼ page options.</td>
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<td><strong>Note to Families:</strong> Send home the passages in the Ellis Island/Immigration booklet for your students and their families to reinforce learning at home – this note explains it all!</td>
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<td>26-33</td>
<td><strong>Lapbook Flippys</strong> – All of the printables you need for your students to make a lapbook to house all of the learning they will be doing during your immigration unit! Note: Page 33 is a page of blank vocabulary cards.</td>
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<tr>
<td>In the .zip file</td>
<td><strong>Ellis Island/Immigration Informational Booklet:</strong> An easy-to-print booklet to send home with your students. Includes coloring pages and a word search full of vocabulary from the unit! Print double sided and set your printer to FLIP ON SHORT EDGE.</td>
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Make your life easier!

Split all of the flippable parts of the lapbook (which I refer to as ‘flippys’) into their own large ziplock bag to send home with parent volunteers to cut and fold for you! This way, ALL of the cutting for your lapbook is completely done – all your students are responsible for is recording their learning and putting the final product together.

I did this for my third graders in order to save some time and also to make sure the lapbook would fit together just how its supposed to.

In addition to having everything cut and folded beforehand, as my students filled out each ‘flippy’, I collected them to put back into the bag. We glued our lapbook project together all at once when we were finished discussing all of the countries!
Unit Preparation

Your copies...

Print out booklets for each of your students to take home for the duration of your immigration unit. The note I sent to my students’ families is also included. I rewarded any student who brought their booklet back at the end of the unit colored, coded, and with a complete word search. This really gave my students motivation to supplement their learning from the classroom at home, and it helped families understand everything their child was learning.

To print the booklet: Set your printer to print DOUBLE SIDED and to FLIP ON SHORT EDGE. Take stack from printer, fold in half, and staple!

Print full-page versions of each country’s passage with the corresponding text questions on the back. For the Ellis Island passage, make a small packet including the 2-page passage and the text questions.
<table>
<thead>
<tr>
<th>OMG</th>
<th>Cool fact</th>
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<td>?</td>
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<td>love</td>
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<td>VIP</td>
<td>Very Important Part</td>
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<td>Text Feature</td>
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<td>+</td>
<td>Want to know more</td>
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Want to know more?
Immigrants from Germany came to the United States of America. Many wanted to escape being punished for their religious beliefs. If they had stayed in Germany, they would have been persecuted for not belonging to the church that was sponsored by the government.

When they got to America, most Germans got on a train. They went to the mid-west in Illinois, Wisconsin, and Michigan. People who had already settled in the Midwest were farmers. The German immigrants felt comfortable there because it reminded them of their farming life at home.

German immigrants did more than just farm. They also worked as skilled tradesmen—wagon wheel makers, barrel makers, blacksmiths, printers, watch makers, gunsmiths and more. German immigrants were known for being very hard working and determined people.

Germans did not wear very fancy clothing. In fact, many of the immigrants were known to make clothing out of animal feed sacks. The buttons for their clothing were made from leather or animal bones.

The music the Germans listened to was made by brass instruments like trumpets, trombones, and tubas. German feasts were often held and these celebrations involved dancing, yodeling, and singing.

German immigrants felt that keeping their native language alive was important. At home, families always spoke German. When children went to school, they did learn English.

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**Important Vocabulary**

- **persecuted**: to treat in a cruel or harmful way
- **tradesman**: a person with a lot of experience performing a trade (like wagon wheel makers)
- **determination**: doing something without giving up
Explain the meaning of the word ‘persecuted.’

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What does this word have to do with Germans immigrating to America?

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Immigrants from Sweden came to the United States of America. Many wanted to escape being punished for their religious beliefs. Others wanted to escape the *corruption* in the Swedish government. In Sweden, crop failures led to a large number of people living in *poverty*. Immigrants hoped for new land. All of the Swedish immigrants came to America hoping for a better life.

When they got to America, most Swedes went to Minnesota and Chicago because other Swedish immigrants had settled there. Swedish communities in these places were formed. The cold climate in states like Minnesota, North Dakota, and South Dakota felt like home to the Swedish immigrants.

When they settled, the Swedish immigrants had different kinds of jobs. Some of them worked as dairy farmers, and others worked in *forestry*. Some Swedes even became involved in fur and tobacco trading. Farming was a job they did in Sweden, so when they came here they also were farmers.

The Swedes were known to have very bright and colorful clothing. It is said that the colors from their clothes were *influenced* by the gardens in Sweden.

The Swedes held festivals to celebrate their culture. At the festivals, people played lively music. There were bright and colorful costumes and dancing.

**Important Vocabulary**
- *corruption*: lack of honesty
- *forestry*: planting, managing, and caring for forests
- *influenced*: to have an impact on
- *poverty*: having very little money
Why did Swedish immigrants choose to form communities in the region they did? Explain two reasons based on the text.

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Immigrants from China came to the United States of America. Many of them came to America because they heard that gold was discovered in California. There was little work in China because of droughts and famine. The Chinese came to America hoping for work and a better life.

When they got to America, most Chinese went to San Francisco, California. They went there because other Chinese immigrants had settled there.

When the Chinese immigrants settled, they had different kinds of jobs. Some of them worked to build the Transcontinental Railroad. The Transcontinental Railroad was a railroad from San Francisco to Colorado. Some set up mining towns along the railroad. In the mining towns, they opened shops and restaurants. Others worked as fishermen and miners in California.

Chinese immigrants faced discrimination. Jobs became scarce, and people started to fight over jobs and land that had always been worked by the Chinese. Laws were passed that stopped anyone in China from immigrating to the United States for many years. Assimilation was difficult for Chinese immigrants because of the way they were treated. They were excluded from the mainstream culture of America. As a result, they fought for rights through the courts.

Important Vocabulary

- droughts: an extreme lack of or shortage of rain
- famine: a great shortage of food
- mining: searching for coal and other minerals in a mine
- discrimination: unfair treatment of people based on race, age, or gender
- assimilation: the process of becoming part of the majority culture
What immigration station would the Chinese immigrants have gone through when immigrating to America? Tell me how you know.

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Name one positive and one negative outcome of the Chinese immigrating to America. Support your answer with evidence from the text.

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Immigrants from Russia came to the United States of America. Many of them came to America because of arguments in the Russian government. These arguments made life unstable and dangerous in Russia. Others left because they were afraid of punishment because of different religious beliefs. Russians also immigrated to America because of famine. They were hoping for a better life in America.

When they got to America, many Russians settled in Kansas. The Russians were familiar with raising wheat, and Kansas was known for being a wheat-producing state. They felt comfortable settling there and hoped to be able to make a living. Many also took advantage of free farmland in Kansas.

When the Russian immigrants settled, they had different kinds of jobs. Some of them worked in a wheat mill grinding flour. Many Russian immigrants worked as laborers for the first time. They also worked in factories and mines.

Russia’s climate is very cold. The Russian immigrants’ dress when they arrived to America showed that they were prepared for cold weather. They often used fur to keep them warm.

The Russian immigrants kept their culture alive with music. They loved to sing and dance. Many famous classical music composers came from Russia.

**Important Vocabulary**

- **famine**: a great shortage of food
- **laborers**: a person doing manual work
- **culture**: combination of knowledge, beliefs, and behavior passed down to each generation
I can compare and contrast the central message and supporting details from two informational texts.

Comparing text:

Contrasting text:
Immigrants from Italy came to the United States of America. More Italians have migrated to the United States than any other country in Europe. A lack of resources like coal, soil, land, and iron gave Italians a reason to come to America. They also came to America because of poverty and overpopulation.

When they got to America, many Italians settled in New York, New Orleans, Minnesota, and California. More Italians settled in New York than in any other place.

When the Italian immigrants settled, they had different kinds of jobs. Since the cheap farm land had already been taken, Italians had to find other jobs. Some of them worked as shoe shiners and sewer cleaners. They also worked many of the hard and dangerous jobs that others didn’t want.

Some of the Italian immigrants were craftsmen. They were able to read and write. They held jobs as carpenters, brick layers, masons, tailors, and barbers.

The family unit was a large part of Italian culture. Families were very close. Italian children worked at very young ages. Many of them skipped school to work and help their families earn money.

Speaking the Italian language was very important to the immigrants. They spoke Italian in conversation to each other. To be able to talk with other Americans, they also learned English very quickly.

Important Vocabulary

migrated: moving from one place to another
poverty: having very little money
overpopulation: too many people living in one area
People coming from Italy to immigrate to the United States have a lot of the same difficulties as people who immigrate today. Describe two difficulties immigrants from Italy long ago and immigrants now have in common.
Immigrants from Ireland came to the United States of America. Many people from Ireland immigrated because of a potato famine. The potato famine left families without food. In one year, over 350,000 people died of starvation. Fear of starvation made many people immigrate to America. Irish immigrants were also hoping that America would have more jobs.

When they got to America, many Irish settled in Pennsylvania, Massachusetts, Ohio, and New Jersey. They picked these states to settle because they easily found work in coal mines.

When the Irish immigrants settled, they had different kinds of jobs. Some worked to build the Transcontinental Railroad, a railroad from Colorado to California. Others worked in coal mines. Irish immigrants also worked as teachers, firefighters, and policemen. After the Erie Canal opened, many Irish immigrants became laborers on that project.

Immigrants from Ireland spoke English. This helped them to communicate with people in their new country. Sometimes, people had a hard time understanding them because of their accent, called a brogue.

The Irish kept their culture alive partly with music. The Irish loved to dance. They often gathered at festivals with dancing and traditional Irish folk music.

**Important Vocabulary**

- **famine**: a great shortage of food
- **communicate**: to share information or talk
- **festivals**: a day or period of celebration
- **canal**: a man-made waterway for boats and ships to travel through
- **laborer**: a person doing manual work
I can describe different text structures in an informational text.

What caused the Irish to immigrate to America?

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What effect did the Irish immigrants have on American society?

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More than 12 million immigrants came to Ellis Island as their first stop in America between 1892 and 1954. When they arrived at Ellis Island, they had already been on a long and tiring journey. Most immigrants that came through Ellis Island were from Eastern European countries. These people made the journey on land to board a steamship that would take them across the Atlantic Ocean. This trip across the ocean lasted 1-2 weeks!

Immigrants could only bring with them what they could carry. This meant that they had to leave their home, furniture, and most of their belongings behind to create a new life for themselves in America.

Conditions on the steamship were not the best. Most passengers were in a part of the ship called “steerage”, a large room at the bottom of the ship. Up to 3,000 immigrants were on a steamship at once. All of them spoke different languages, had different beliefs, and were from different countries. The ship was very crowded and dirty.

Upon arriving at Ellis Island, immigrants would be inspected on the ship for signs of diseases by health officials. First- and second-class passengers would then go through the final inspections and could leave when the ship docked. Third-class passengers had to wait longer and be taken by ferryboat to Ellis Island for immigration processing.

When they arrived at Ellis Island, there was a lot of confusion. Officials were yelling directions at the immigrants, and many didn’t even speak English. They did not understand what the officials were saying. Immigrants were given numbers as they dragged their suitcases or bags along a crowded path to the Baggage Room.
Leaving their baggage in the Baggage Room, the immigrants were shuffled up to the Registry Room. The Registry Room was a huge room with metal rails to show immigrants how to line up while they waited. Officials in the Registry Room had the responsibility of deciding whether immigrants could enter the country right away, or if they needed further inspection and review. Immigrants were given a “6-second physical” where they had to prove they had no signs of disease or mental illness. The doctors also looked for red eyes and trouble breathing.

After the health inspection in the Registry Room, immigrants went through a legal inspection. During the legal inspection, they were asked a series of questions like *What is your name?*, *What country did you come from?* and *How much money do you have?*. If an immigrant’s answers to these questions were different than what was written on their *manifest*, they could be *detained* for more questioning.

Immigrants who did not pass inspection for medical reasons were detained and treated in the hospital on Ellis Island. Immigrants who did not pass legal inspection were held in a *dormitory* and it would take days, weeks, or even months for officials to decide whether or not to let them into the country.

Immigrants that passed inspection were led to a place where they could buy train tickets, send mail, and *exchange* their country’s money for American money. There were also social workers there to help immigrants with their *transition* into a new country.

The journey to America was not an easy one for immigrants. The hope of a better life for their families with new opportunities is what kept them pursuing their dream of living in America. America is truly a melting pot of many different cultures, beliefs, religions, and languages. We are all thankful to celebrate our differences!
After reading about immigration, Ellis Island, and the countries the immigrants came from, how has your learning expanded or what new knowledge have you acquired?

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Welcome to America

An Immigration Lapbook

By: ____________________
Why did the Irish immigrate to America?

Fact #1:

Fact #2:

Fact #3:

Why did the Germans immigrate to America?

Fact #1:

Fact #2:

Fact #3:
Why did the Italians immigrate to America?

Fact #1:

Fact #2:

Fact #3:

Why did the Swedish immigrate to America?

Fact #1:

Fact #2:

Fact #3:
Why did the Chinese immigrate to America?

Fact #1:

Fact #2:

Fact #3:

Why did the Russians immigrate to America?

Fact #1:

Fact #2:

Fact #3:
WHAT I WOULD PACK IN MY SUITCASE...

WHAT IS A MELTING POT?

FACT #1

FACT #2

FACT #3

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<th>IMMIGRANT</th>
<th>PREJUDICE</th>
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<th>MIGRATE</th>
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<th>NATIVISM</th>
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Your Final Product

Pictured example uses a file folder. Don't have easy access to those? **NO WORRIES** - use a large 11x17 piece of construction paper!
Thank You for Purchasing!

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- Anchor Charts
- Homework
- Exit Slips
- Assessment

Student Blogging
The Elementary Teacher's Guide to Implementing Blogging in the Classroom

Print and Go! Multiplication Practice Using 4 Strategies
- Anchor chart
- Worksheets
- Quick checks

Estimating Sums & Differences BUNDLE

LANDFORMS found 'ROUND THE WORLD
- Rocky Mountains
- Great Lakes
- Grand Canyon
- Rainforest
- Desert
- Savanna

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