

HER RIGHT FOOT

LESSONS FOR:

FIRST/SECONDHAND ACCOUNTS

COMPARE/CONTRAST TEXTS

VIEWPOINTS

ADVERBS

GRADES 3-5



MENTOR TEXT
CLUB
by jivey

Monthly Mentor Text Club

Using mentor texts is one of the best ways to maximize your teaching time. You are able to teach multiple skills, subjects, and topics with just one book!

You will notice that this unit aligns in best practices with my other resources, so it can easily be incorporated into your plans without breaking stride.

With the monthly mentor text club,
you'll get a unit just like this one every
month during the 2020-2020 school year
for less than \$3 a month!

You'll also get exclusive opportunities like giveaways of the book used for the lessons, surveys to provide input on what books and skills you'd like to see incorporated, and immediate email notifications when each new unit is available. Plus, a bonus lesson is included that won't be available anywhere else!

JOIN THE CLUB

If you purchased this as an individual unit, it's not too late to join the club! Purchase the club membership bundle, then email me the receipts for your individual purchase and the bundle purchase at ideasbyjivey@gmail.com.

I will happily refund you the price you paid for the individual unit!

Happy reading! -Jivey

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You'll need: Her Right Foot by Dave Eggers

	READING	GRAMMAR	WRITING
DAY ONE	Read the first half of <u>Her Right Foot</u> to students for enjoyment. Students will use key details to identify the main idea of the first half of the text.	Show students the mentor sentence. Discuss the meaning of the words in the sentence. Notice about the sentence emphasizing the adverb.	Students will compare information provided in the article. Statue of Liberty, to the facts in the mentor sentence. <u>Her Right Foot</u> .
DAY TWO	Read the second half of <u>Her Right Foot</u> to students for enjoyment. Students will use key details to identify the main idea of the second half of the text.	Students identify the functions of the words in the sentence. Use the interactive activity to teach/review focus skill of adverbs.	Students will identify the author's purpose for writing the book, <u>Her Right Foot</u> , specifically the author's opinion/viewpoint and what he wanted to share.
DAY THREE	Students will interpret the meaning of the sentence. Discuss the meaning of the words in the sentence. Students will use key details to identify the main idea of the text.	Discuss how the sentence can be used in a story. Allow students to revise the sentence and share.	Students will compare the information in the story to the information they learned from <u>Exploring Ellis Island</u> .
DAY FOUR	Students will compare two firsthand accounts of life in America after immigrating from a foreign country.	Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share.	Students continue the short story based on facts they learned from <u>Exploring Ellis Island</u> .
DAY FIVE	Students will answer questions about the story. Students will use key details to identify the main idea of the text.	Practice focus skill more with the sentence. (or use the sentence as a "challenge").	

MENTOR SENTENCE

Core Anchor Standards: L.1, L.2, L.3, W.5

Duration: 15 MINUTES DAILY

Objectives: Students will notice grammar and conventions, revise, and imitate a mentor sentence and apply it to their own writing.

Materials needed: You are new to using mentor sentences, I encourage
Mentor Sentence (Her Food) to visit new websites to read and videos on
Mentor Sentence (Her Food) to visit new websites to read and videos on
Student Notebooks them: [MASTER MENTOR SENTENCES](#)

Actions: Each day, students will work with a mentor sentence in a different way in their notebook. Discussion is where the learning happens- this should not be center or independent work! Students will notice what is RIGHT about a sentence (rather than looking at a sentence full of mistakes) to apply what they see to their own writing.

Day 1: Students should share what they notice about the sentence that makes it an excellent sentence. It will be the one that all the students have heard, but point out the adverbs in the sentence. This is the focus.

Day 2: Students should identify the function of the words in the sentence. Do the words help the reader understand what the author is communicating? Especially focus on the adverbs, but don't worry if they can't label every single word in the sentence.

Day 3: Students will revise the mentor sentence by adding or changing words without changing the meaning of the sentence.

Day 4: Students will imitate the mentor sentence by keeping the style and structure but writing about what they would like to write about. Be sure to share the example first and allow the students to write the same/ different on their own.

Day 5: Students will share what they have learned with an editing session.

Monday - possibilities of things to notice
 *adverbs
 vivid verb – rivet
 parentheses to reveal a side thought/note
 plural nouns
 prepositional phrases
 numbers
 past tense
 simple sentence with compound predicate
 comma

Tuesday - possibilities of things to notice
 Hundreds, workers (perhaps 214 of them) took the pieces out of the 214 boxes, then began to rivet the pieces together.
 of, out of – prepositional phrases
 perhaps, then – adverbs
 214 – adjective
 them – pronoun
 took, began – verbs
 the – article
 to rivet – infinitive

Hundreds of workers (perhaps 214 of them) took the pieces out of the 214 boxes, then began to rivet the pieces together!

complete subject
 simple subject

complete predicate
 simple predicate

Wednesday - possibility of revised sentence

Hundreds of workers (perhaps 214 of them) removed the pieces from the 214 boxes, then began to rivet the pieces together.
 (changed took to vivid verb, changed preposition)

Thursday - possibility of imitation sentence

Hundreds of separate copper pieces (over 300 of them) traveled the ocean in 214 boxes, then were assembled to construct the Statue of Liberty.

Hundreds of workers
 (perhaps 214 of them) took
 the pieces out of the 214

Hundreds of workers (perhaps 214 of them) took the pieces out of the 214 boxes, then began to rivet the pieces together.
 ~ He
 ~ Her Right Foot

Hundreds of workers (perhaps 214 of them) took the pieces out of the 214 boxes, then began to rivet the pieces together.
 ~ Her Right Foot

Answer Key
 Adverbs can modify verbs, adjectives, and other adverbs. They tell how, when, and where something happens. Cut out the adverb strips and glue it to your notebook, cutting out the adverb strips and gluing them under the correct flap to show what the adverb is modifying.

Adverbs Can Modify...	VERBS	V	ADJ	
	ADJECTIVES	will eventually	much bigger	first constructed
	ADVERBS	target	very slowly	since
	just below	ADJ	ADJ	
	most iconic	ADJ		

- Name: _____ Date: _____
- Assessment
- Circle 4 mistakes in the sentence. Rewrite the sentence correctly:
 Hundreds of workers (perhaps 214 of them) took the pieces out of the 214 boxes, then began to rivet the pieces together.
 - Underline ALL of the adverbs in these sentences:
 - You have likely heard of a place called France.
 - He first made very small models, then larger ones.
 - Usually he was wearing a sturdy black hat.
 - Very slowly, copper will eventually oxidize.
- Revise the sentence by adding in the blank with adverbs:
 accept reasonable
- These parts were precise modeled in New York.
 - What is the national symbol of the United States?
 - Next, 5,000 Norwegians came.



PRIMARY SOURCES INTEGRATION

Core Anchor Standards: RI.6, RI.7

Duration: 45 MINUTES

Objective: Students will compare and contrast primary sources to the mentor text and describe the differences in format and information.

Materials needed:

Her Right Foot by Kate Eggert

Primary sources printed or projected for display

Actions: Show students the book you are going to read with them, Her Right Foot. Ask them to predict if the book is fiction or nonfiction based on the cover. Allow them to share their prediction by a show of hands and let a few share reasons. Begin reading and when you reach the part that says, "This is true. This is a factual book," discuss what that means (the book is nonfiction) and how nonfiction books can look differently- sometimes with real photographs, sometimes with illustrations, but always contains facts.

Continue reading the book together. As you read, you have not seen pictures of her feet. This is a half of the book is about how the Statue of Liberty was constructed. Have students summarize (or help you summarize) what you have read about so far.

France gave the statue of Liberty to the United States to celebrate its centennial. Bartholdi designed the statue. He and his team constructed the statue in many parts and assembled it first in Paris where it stood for almost a year. Then it was taken apart and shipped over to New York where workers re-constructed the statue on Bedloe's Island. It took 17 months to piece the brown copper parts together. The brown copper eventually turned blue-green.

Look at the first primary source image. Allow students to describe what they think is happening in the picture using the information they have about the statue as well as clues in the image and the source text. (The image is the RE- construction of the Statue of Liberty on Bedloe's Island. There are the white boats behind her and the scaffolding shows the construction.) The second primary source is similar to one of the illustrations in the book of Bartholdi and his team constructing the hand. The third primary source is the interior frame, designed by Eiffel, being constructed in Paris (the year 1883 helps us know this).





PREVIEW

PREVIEW

PREVIEW



COMPARE TEXTS

Core Anchor Standards: W.8, W.9, RI.1, RI.3, RI.9

Duration: 25 MINUTES

Objectives: Students will compare information from two texts to identify new and duplicated facts.

Materials needed:
Statue of Liberty article

Actions: Read the article about the Statue of Liberty as a class, or allow them to read it silently to themselves. Lead a discussion about information they recognized that was also shared in Her Right Foot, as well as new information they learned in the article. Choose a color code to highlight facts that were also in the mentor text, and facts that were new information. (Key included with the lesson has ONLY shared information highlighted.)

You could also discuss what they learned in Her Right Foot so far that was not shared in the article. You might have them flip the article over and take notes in the book first of everything they remember from the book that wasn't in the article, then share in the discussion, for recall practice.



Statue of Liberty

KEY

The Statue of Liberty was a gift from France. The French hoped to give the statue to America on the 100th anniversary

of the signing of the Declaration of Independence, but it took an additional 10 years to build. The arm and torch were built first and were the only parts made in time for the 1876 Philadelphia Centennial Exposition in 1876.

Frederic Bartholdi was the sculptor of the statue. He

modeled the statue's face after his mother's face, and her robes were based on the Roman goddess of liberty named Libertas. In her left hand, she holds a tablet with the date of the American Declaration of Independence. She holds a torch in her right hand to symbolize lighting the way to freedom, or enlightenment. In fact, the statue is not officially

named Statue of Liberty but, Liberty Enlightening the World. Bartholdi knew the statue would need to be put together in pieces, so he recruited the engineer Gustave Eiffel to design an iron frame for the statue. 350 parts are pieced together on the outside of the frame to make the statue's form. These parts are made of very thin sheets of copper. These sections

were shipped to the United States in 1885. Months later, the iron frame was built on Bedloe's Island, where she would stand facing southeast toward the boats that enter the harbor. The copper pieces were then secured on top of the frame, and finally the statue was completed in October of 1886. The statue itself is 151 feet tall, but the torch is 100 feet from the ground because the pedestal under the statue.

In 1984, workers moved the statue by replacing missing parts, repairing holes in the copper, and replacing the torch (which had been damaged by war) with a new one that was also gilded. It took two years to finish the statue just in time for the Centennial Celebration of Lady Liberty.

MAIN IDEA AND KEY DETAILS: MENTOR TEXT

Core Anchor Standards: RI.1, RI.2, RI.8

Duration: 45 MINUTES

Objective: Students will determine the main idea of the second half of the text and support it with key details from the text.

Materials Needed:

Her Right to Bear Arms by John Edgar Hoover

Main Idea and Key Details Activities

Actions: Tell students you will be reading the rest of the book today, but you want students to change their thinking from the day before. Yesterday, they learned about how the statue was constructed. Direct students to pay attention today to what the statue stands for; how it is symbolic. You might remind students of the symbols that were shared already, like the torch symbolizes enlightenment, and the crown symbolizes the seven seas and seven continents. Read the second half of the book to the students. Talk to students about finding the main idea of the book by looking at the key details that the author shared through the book. How was the author showing the main idea, or the statue's symbolism, through the details?

Use the graphic organizer to identify key details by looking back at the text's pages and pointing out the important details the author shared. Start by modeling your thoughts (think-aloud) after re-reading a page or pages and mentioning the important detail that stands out to you. Then move to re-reading a page or pages where the students have the opportunity to tell you what they think is important to add to the graphic organizer. Finally, give students a page or two that includes important details (or project using a document camera for all students to see) and allow them to work with a partner to identify the last important details to add to the organizer.

Come back together and discuss how these details all use symbolism with the Statue of Liberty - this is the main idea of this section of the book. Work together to write the main idea using the details from the book. Ask students to reflect - does this state what this part of the book was mostly about?

Her Right Foot



What key details did the author share about the Statue of Liberty?

She has welcomed millions of immigrants and immigrants to the USA.

Her right foot is as though she is taking a step.

No one talks about how she is walking, but they talk about all the other parts of her.

She looks as though she meets them in the sea.

Main Title

The Statue of Liberty is not standing still. She is taking action, moving toward freedom and taking a step to welcome others who are just like her.

Was her walking as though she is a statue but she is on the move.

The Statue of Liberty is an immigrant (from France).

Liberty and freedom aren't things you get by standing still. They require action and courage.

There are broken chains around her as though she had been freed from bondage.

AUTHOR'S PURPOSE AND OPINION RESPONSE

Core Anchor Standards: W.1, W.9, RI.6, RI.8

Duration: 20 MINUTES

Objective: Students will identify the main purpose of the mentor text, and identify how point of view shapes the content of the text.

Materials needed:

Her Right Foot by Dave Eggers

Point of View Activity

Actions: Have students think back to the two previous days of reading the book, and remind them of the conversation from the first day about how it was nonfiction. Talk about what was different about this book than other more traditional nonfiction books (illustrations/no photographs, sometimes humorous, written in second point of view-speaking directly to the reader "you").

Talk about author's purpose- ask, was this book written to tell a story just for fun (to entertain), to convince you to do something (to persuade), or to give you information about something (to inform). Although there was some humor, and the way the author seemed to speak directly to "you" is what kept our attention and engaged us, his purpose for writing the book was not to entertain. It was to provide information about the Statue of Liberty, and more specifically, the importance of the placement of her right foot.

The author also helped us understand his opinion of the Statue of Liberty through the way he wrote about the information, and what he chose to make the focus. Ask students to share what they think Dave Eggers believes about the Statue of Liberty based on what he wrote. (You might return to the last few pages to look at the text evidence- phrases like, "The Statue of Liberty was not built to welcome just 1,886 immigrants from Italy... In her ends, she cannot end welcoming the poor, the tired, the yearning for a better life." Up until here he views the Statue of Liberty as an important everlasting symbol that stands for freedom, which requires action, and represents the foundation of our country.) Allow students to determine what the Statue of Liberty means to them in the Point of View activity.

Point of View

What does the author think about the Statue of Liberty? What do you think?

The author's viewpoint:

The author believes the Statue of Liberty is an important symbol of a country's foundation, and the actions which are required to come to the country in order to be free. He believes that it shouldn't only represent the history of immigration. Just as it didn't only welcome immigrants on a day or a week, or from only one place, the statue welcomes immigrants, even today: those who are going toward a new life, just as the Statue of Liberty appears to do.



INTERPRET INFORMATION: WEBSITE

Core Anchor Standards: RI.1, RI.7, W.7, W.8

Duration: 30 MINUTES

Objective: Students will interpret information from an interactive website to answer explicit questions.

Materials: See below for materials. Students will need a computer or tablet and internet access to view the website.

(<https://www.teachmeanthelastcentury.com/activities/immigration/ellis-island/>)

Interpret Information Activity

Actions: Remind students of what they learned in Her Right Foot about the Statue of Liberty welcoming many immigrants. The immigrants did not actually go to Bedloe Island (later renamed Liberty Island), but they could see the Statue of Liberty from their ship and from Ellis Island, where they were processed to enter the United States. Let students know they will be learning more about Ellis Island through an interactive website. Discuss why the website is a secondhand account, although there are primary sources included throughout the tour.

If students are exploring the website on their own, make sure to direct them to click through all of the “about Ellis Island” stops. (For example, stop 1 has a story and photos to look through, stop 2 has these things as well as audio and video.)

****Note, there are other tabs across the very top: Meet Young Immigrants, Immigration Data, etc... you might allow them to visit those if there is time, but the activity will focus only on “Explore Ellis Island.”**

Students should answer the questions on the Interpret Information Activity for each “stop.” Some answers will be found in the stops, some will be in the audio or video, but none will be in the audio or video captions. Do not have sound capabilities / options. (Still listen / watch if you can as very interesting.)

You could grade the activity or review the answers with them, but make sure they get them back with correct information to use for their writing!

Interpret Information

1st Stop

Why did many immigrants come to America?

They were poor with no opportunities to make money (poverty), or they were fleeing persecution in their religion (religious intolerance).

How did immigrants begin their journey to America?

They walked, rode on horses, or went by train to their seaport.

2nd Stop

Describe the ships' conditions:

The ships were dirty and crowded with tired people.

How did immigrants know they had arrived in the harbor?

They saw the Statue of Liberty.

3rd Stop

What did immigrants wear to help officers identify them?

They were given numbered identity tags.

4th Stop

Why were there doctors on the second floor?

They watched for anyone who had trouble walking or breathing, or showed signs of illness.

5th Stop

Describe the Great Hall.

The Registry Room, or Great Hall, was huge and about 100 feet wide with long metal rails and wooden benches. It was very loud.

Interpret Information

6th Stop

Why would someone get a mark on their clothes in the medical exam?

If they were coming to campers because of illness or mental issues, or if they were pregnant, they would receive a mark.

7th Stop

Why was an interpreter needed for the legal inspection?

Many immigrants did not speak English.

8th Stop

Why was Ellis Island also called the Isle of Tears?

Some people failed the health or legal inspections and were detained on the island, so they could not be with their family.

Did all people who were back get sent home? If not, what happened to them?

No, they were sent to a factory for housing or put into detention.

9th Stop

What could people do at the bottom of the stairs of separation?

They could buy a ticket to their destination, exchange their money for U.S. dollars, or get help from social workers.

10th Stop

Why was the first floor known as the kissing post?

This is where they allowed to leave Ellis Island to go to get their families who had already come to the United States.

How long did it take MC immigrants to get through Ellis Island?

It took most immigrants a few hours to get through.

FICTION BASED ON FACTS

Core Anchor Standards: W.8, W.9, RI.1, RI.3, RI.9

Duration: 25 MINUTES

Objectives: Students will identify factual information in a historical fiction short story using research notes.

Materials needed:

Journey to America short story

Completed Interpretation Form Activity

Actions: Remind students that historical fiction is based on the truth: real events or experiences with fictional people, and sometimes fictional events inserted to make the story more entertaining, too. Allow students to mention historical fiction books they have read and what real event or time period occurred in the book.

Read the short story as a class, or allow them to read it silently to themselves. Just as you did the first day with the Statue of Liberty article, lead a discussion about information they recognized this time, noting who was used to make this story historically accurate. Then, give students more facts. Students could state what they recognize to be fact from their Exploring Ellis Island research notes.

take a few minutes:

Students can identify adverbs and then they can add adverbs to revise the short story for adverbs to make it more descriptive.

Journey to America

It wasn't an easy trip to the ship. My family and I walked many nights in the cold and in the dark so that we wouldn't be captured. We could only carry a few things in a small bag which we wore under our coats, and my father carried all the money we had from selling what we had left. With the help of Jewish immigrants, I finally saw that the Germans had no other choice. The ship was the only one for passengers. It was small, smelly, and not infested. I could imagine if we had been in the German boat, the stench would have made the stench unbearable. The boat rocked quite violently sometimes, leaving my sister seasick. My mother tried to comfort her but I could see she was even a bit green herself.

Finally, the ship slowed and we were allowed to go outside to the main deck. There we saw the most beautiful sight! A statue of a green woman holding a torch let us know we had made it. The Statue of Liberty meant America was within reach! My mother wept tears of joy, while my father grabbed my sister and me and lifted us up with a loud "Whoop!"

The ship lowered its anchor, and we boarded a smaller boat that took us to Ellis Island. I felt very nervous as I realized that we weren't really free yet. There was a process we had to go through. *What if we don't pass?* I thought. *What if we have to return to our home even if we are now your lives!* My mother saw my worried look and patted my hand as we walked on in line. The room was decorated with flags and filled with people speaking all different languages. We each had a number pinned to our shirts.

After many hours, it was our turn to begin the final exam. I saw other families in front of us in line getting marks with chalk on their clothes. I wasn't sure what it all meant, but I knew that some people were able to continue in line while others were not. My sister and I were looked at very closely: our hair, eyes, arms, and legs were all examined. Then it was my mother's turn. The doctors were speaking to each other while looking at her eyes, but I didn't know English. I didn't know what they were saying. My father's exam didn't seem to take as long as hers, and he was standing with us before hers was over. They marked "Ct" on her coat. I remember my father's body stiffened and he gasped. My father spoke with an interpreter to learn what would happen to us. They thought she had an eye disease, so we weren't allowed to leave Ellis Island that day. They told us another doctor would look at my mother. The next day, the doctor was sure that she didn't have any dangerous disease. We were allowed to stay together in a room since my sister and I were young. There was food, but I couldn't eat it because I was so scared. I was so sure that our worst fears were coming true: what if we did not make it as a family onto the streets of America?

COMPARE FIRSTHAND ACCOUNTS

Core Anchor Standards: RI.1, RI.6, W.1

Duration: 30 MINUTES

Objectives: Students will analyze two firsthand accounts of life after immigrating to America and compare them.

Materials needed:
In Their Own Words article
Compare Account Activity

Actions: Give students the article. Discuss first why the two paragraphs are firsthand (they are interviews: the words of the person that experienced an event).

Read each account, one at a time, together, allowing the students to respond emotionally and react through a class discussion. (You might prompt them to react by asking if they think someone should change their name because it might be difficult to pronounce, or ask how Binagita must have felt in that moment when the girl walked with her.) You could complete the activity as part of the discussion or have students complete it on their own with their partner.

In Their Own Words

Interviews with Ellis Island Immigrants

Birgitta Hedman Fichter: Immigrated from Italy in 1924 at Age 6

"I turned seven after we got here and here children were starting at the age of five in kindergarten and going even to the fourth grade, which was kind of funny because I didn't know the language and I didn't know 'yes' and 'no.' That's how bad things. I just sat there and every time the teacher looked at me I would start to cry because I was afraid of going to school, something and I didn't know what, what she was saying. But there was one little girl that I'll never forget and when it was recess time I didn't know why everybody got up and went out of the classroom. But this one little girl came and put her arm around my shoulder, didn't say anything, she just took me outside, stayed with me during recess, and when recess was over she brought me back to my seat in school."

Gertrude Hildebrandt-Meyer: Immigrated from Germany in 1921 at Age 10

"I was Gertrude Hildebrandt and married Meyer, but called Gertrude, and I came from Denmark. He immigrated here many years later and we met in New York. However when I started school in Chicago, where I grew up, needless to say, first of all, I couldn't speak a word of English, and I was the only child in the school that couldn't speak English. And it wasn't too happy the first couple of years but my mama said, *'Take heart because some day you're going to be able to speak two languages and all the ones that were teasing you will speak only one.'* And it was true. She was always right. So, my teacher suggested, since none of the children could pronounce Gudrun, which is an old Germanic-Scandinavian name, and a very beautiful name (and it is), she gave me a list of girls' names to choose from. So that all the kids would know you had a name, you know what I mean? She picked the name starting with G, and with my name, and it was Gertrude. I was very happy with it, but it has stuck with me all of these years."

Compare Accounts

1. How were Birgitta and Gertrude similar when they first arrived?

Neither of them knew any English but were sent to school anyway. They both felt unhappy about being so different and not knowing the language.

2. Why did Birgitta cry?

She was afraid her teacher would speak to her because she couldn't understand her words.

3. Why did Gertrude change her name?

No one could pronounce her name, so her teacher suggested she change it.

Your Own Viewpoint:

4. How could you help a student like Birgitta or Gertrude in your class?

I could be a buddy and make sure she understands and so no one has to change anything. I can help the student she was the girl didn't like Birgitta so she didn't feel so alone.

CONTINUE THE STORY

Core Anchor Standards: W.3, W.8, W.9

Duration: TWO 45-MINUTE PERIODS

Objective: Students will continue the narrative using facts learned about Ellis Island.

Materials Needed:

Journey to Ellis Island Short Story

Completed Interpretation Information Activity

Writing Prompt

Continue the Story Rubric

Actions: Have students re-read the short story. Tell students to imagine what might have happened to the family. There are different possibilities for the way it ended. Remind them to refer to their completed activity from Exploring Ellis Island to continue using facts of the process the family goes through.

Students will continue the story and tell what happened to the family. Remind them to keep the topic of the story the same as well as the verb tense (you might point out that it is in past tense as though the narrator is remembering their time at Ellis Island). It is also not known if the narrator is a man or a woman, so students need to decide - if it's necessary to the story.

On the first of the two days, urge students to jot down a few notes of the order of events they want to occur to finish the story. On the second day, encourage students to revise for adverbs, or try to include a sentence similar to the mentor sentence (imitation practice).

PREVIEW

Name: _____ Date: _____

They brought us food, but I couldn't eat or sleep because I was so scared that my fears were coming true: what if we did not make it as a family onto the streets of America?

PREVIEW *the story now*

PREVIEW

PREVIEW

They brought us food, but I couldn't eat or sleep because I was so scared that my fears were coming true: what if we did not make it as a family onto the streets of America?

Next morning, we were taken to the new doctor who would look at my mother's eyes. My father and I held on to each other with all of our hands. The doctor handed us papers that cleared us! She didn't have the disease! I was too happy knowing we were one step closer to care that we had been delayed one night from our freedom.

Our next stop was an interview with an interpreter who helped us, where they asked us all questions about our names, where we were coming from, our age, and where we had been to before, and even more questions that I can't remember now.

Finally, we got to the bottom of a staircase where my father exchanged our currency for American dollars, and we got our train tickets to Chicago. This is where my aunt had already made a home. We didn't have much money left once the train tickets were purchased, but my father quickly found a job doing manual labor once we were settled with Aunt Lila.

English didn't come easy for me in school, but I did learn. My sister made new friends very quickly, and didn't even seem to miss our home country. I still think about it often enough, and wonder what it would be like to live in the house where I lived for the first ten years of my life.

Continue the Story Rubric

	EXCEEDS	MEETS	DOES NOT MEET
Ideas	<p>Story is developed and stays on topic</p> <p>Consistent details are shared</p> <p>Supporting details are provided</p>	<p>Story is developed and mostly stays on topic</p> <p>Supporting details are provided (may be listed)</p>	<p>Story is not developed and does not stay on topic</p> <p>No supporting details are provided</p>
Organization	<p>Provides a conclusion to wrap up the story</p> <p>Organizes an event sequence that unfolds naturally with a solution to the problem</p>	<p>Concludes the story, but does so abruptly</p> <p>Organizes an event sequence that is mostly orderly; includes a solution but may be unclear</p>	<p>Does not provide a conclusion to wrap up the story</p> <p>Lacks organization of events so the story is out of order; missing a solution</p>
Style	<p>Interesting words and phrases are used</p> <p>Show-don't-tell descriptive details are shared</p> <p>Appropriate language to remain with one point of view</p>	<p>Interesting words and phrases are used</p> <p>Some descriptive details are shared</p> <p>Language mostly expresses one point of view</p>	<p>Lacks interesting words and phrases</p> <p>Lacks descriptive details</p> <p>Language does not express a consistent point of view or is not appropriate for the task</p>
Grammar and Conventions	<p>Handwriting is clear & legible</p> <p>Minimal errors in capitalization and punctuation</p> <p>Some variation in sentence types</p>	<p>Handwriting is mostly legible</p> <p>A few errors in capitalization and punctuation</p> <p>Some variation in sentence types</p>	<p>Handwriting is illegible</p> <p>Many errors in capitalization and punctuation</p> <p>Only simple sentences used, or includes many fragments</p>

ASSESS COMPREHENSION

Core Anchor Standards: RI.1, RI.2, RI.3, RI.4, RI.5

Duration: 15 MINUTES

Objective: Students will demonstrate comprehension of a text.

Materials Needed:

Statue of Liberty

Comprehension Questions

Actions: Give students the comprehension questions - they should use the article for support.

PREVIEW

PREVIEW

Answer these questions about Statue of Liberty.

1. What is this article **mostly** about?

- a. Famous Frenchmen who designed the Statue of Liberty
- b. The renovation of the Statue of Liberty
- ☒ c. The creation of the Statue of Liberty
- d. The statue's different names

2. Which of these words in paragraph 4 help explain the meaning of **renovated**?

- a. replacing
- b. repairing
- c. restore
- ☒ d. all of these words

3. What caused the replacement of the torch?

- a. rusting parts
- ☒ b. weather
- c. it needed to be gold-plated
- d. holes in the copper

4. What is shown in the image of the Statue of Liberty that is not mentioned in the text?

- ☒ a. her crown
- b. her right foot
- c. her hair
- d. her gown

5. Which sentence supports why the statue is made of very thin sheets of copper?

- ☒ a. "Bartholdi knew the statue would need to be light, but strong."
- b. "The copper pieces were then secured on top of the frame."
- c. "He recruited the engineer, Gustave Eiffel, to design an iron frame for the statue."
- d. "350 parts are pieced together on the outside of the frame to make the statue's form."

6. The Statue of Liberty is a symbol of the United States. What does it represent?

- a. The Declaration of Independence
- ☒ b. The Constitution
- c. The signing of the Declaration of Independence
- d. The Enlightenment



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