

# Lesson Plan

## Post Cards Home

<b>Grade Level:</b> 3rd	<b>Subject:</b> American History and Civics: Emergence of Modern US	<b>Duration:</b> 5-10 days reading stories; 1+ for writing post cards
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<p><b>Arizona Social Studies Standards:</b></p> <p><b>History:</b> S1C7PO2; S1C5PO</p> <p><b>Civics:</b> S3C4PO2:</p>	<p><b>Big Idea:</b></p> <p>Change: People and Places</p>	<p><b>Essential Question(s):</b></p> <p>What hardships do people encounter when they immigrate or relocate to a new location?</p> <p>How can we help people new to our school or neighborhood?</p> <p>What is the importance of students contributing to a community (school)?</p>	
<p><b>Arizona 2010 ELA &amp; Literacy in History/Social Studies Standards:</b></p> <p><b>Reading Literature:</b> 3.RL.2</p> <p><b>Writing:</b> AZ.3.W.3 and 3.W.4</p> <p><b>Speaking &amp; Listening:</b> 3.SL.4</p>	<p><b>Cultural Perspectives:</b></p> <p>Art, music, literature, language, science, labor skills, religious practices</p>	<p><b>Key Vocabulary:</b></p> <p>Immigrant, immigration, culture, empathy, community</p>	<p><b>Materials/Resources:</b></p> <p>1. <b>Children’s Literature:</b> <i>Coming to America</i>, Maetro, Betsy; <i>The Arrival</i>, Shaun Tan; <i>Candy Shop</i>, Eve Bunting; <i>An Ellis Island Christmas</i>, Rhea, Maxine; <i>Four Feet, Two Sandals</i>, Lynn, Karen; <i>Grandfather’s Journey</i>, Say, Allen; <i>Hannah Is My Name</i>, Yang, Belle; <i>Henry and the Kite Dragon</i>, Hall, Bruce Edward; <i>My Name is Yoon</i>, Recorvits, Helen; <i>Home at Last</i>, Elya, Susan Middleton; <i>Mrs. Katz and Tush</i>, Polacco, Patricia; <i>In America</i>, Moss, Marissa; <i>The Keeping Quilt</i>, Polacco, Patricia; <i>Landed</i>, Lee, Milly; <i>A Very Important Day</i>, Herold, Maggie Rugg.</p> <p>2. A class set of a variety of books not including the above titles can be used.</p> <p>3. Images of Post Cards link found in “Sources” below.</p> <p>4. 5 X 8 note cards (blank on one side and lines on the other side) or blank post cards.</p>

### Learning Objectives/Goals

SWBAT summarize textually and graphically the experience of immigrants by creating post cards based on a story.

Student should have read a number of stories on immigrants prior to this lesson.

### Anticipatory Set

The teacher tells the students the learning expectation (objective).

The teacher explains that post cards were (and are still sometimes) used to communicate to family members about one’s trip to other places. She might show students examples of post cards she has received, and those found in gift shops. Post cards can be used for other purposes as well, advertisements, notices,

etc.

### **Lesson Outline**

The teacher explains that students will imagine they are a character in a story they have read. The character is writing home to tell their family about an experience they have had in America.

The teacher models for students how to complete the assignment: recalling a story, writing a paragraph about an event, and then drawing a picture. When writing the paragraph, the teacher will want to emphasize the criteria she is looking for. This will vary depending on the student population, but should include at least a salutation, an event with details, and a closing.

The teacher may have students complete this activity as individuals, in pairs, or in groups.

The student selects a book to use for the assignment. The teacher hands out two 5 X 8 cards to each student. One is for a draft, and the other is for the final product.

Students should look through the story and decide upon an event of which they can give details. The teacher may want them to first list the sequence of events on a piece of paper and then draft a paragraph prior to writing on their postcards.

### **Cognitive Closure**

When students are finished with their post card, they will read their message to the class (or group) and show their picture. Post cards can be posted to a bulletin board or can be sent home with students.

The teacher will put students into groups of four. The teacher will ask students the essential questions. In their groups, students will provide at least three types of hardships immigrants face, and will provide at least one way they can help people new to the school or neighborhood. They will discuss and respond to the question on community. The teacher may want to create a list of "community action items" so that students can use it as a resource when a new student enters the classroom.

The teacher will ask for responses from groups and discuss as a whole class.

### **Differentiated Instruction (Gifted, ELL, SPED)**

The teacher can pull students into a small group, and model using a story as a basis for finding an event and details. The teacher may also use the example of an event from a fairy tale to create a message, as most children will know the story line. ELL and SPED students may be asked to list the sequence of events, rather than write in paragraph form. Gifted students might be asked to recount multiple events from a story, creating a series of post cards over an extended period of time.

### **Assessment(s)**

Post Cards: message and graphic (the criteria for the message should be preplanned and explained to students);  
Draft messages, if used.  
Group responses to essential questions.

### **Extended Learning Opportunities**

Students can copy images of old post cards to create a collage.

Students can research post cards and write an explanation of this subject.

<http://en.wikipedia.org/wiki/Postcard>

### **Sources**

Images of stamps:

[https://www.google.com/search?q=images+of+U.S.+stamps&hl=en&prmd=imvns&tbn=isch&tbo=u&source=univ&sa=X&ei=26NaT46oBInc2AWa\\_eGHDw&ved=0CF0QsAQ&biw=1014&bih=740](https://www.google.com/search?q=images+of+U.S.+stamps&hl=en&prmd=imvns&tbn=isch&tbo=u&source=univ&sa=X&ei=26NaT46oBInc2AWa_eGHDw&ved=0CF0QsAQ&biw=1014&bih=740)

Images of post cards:

[https://www.google.com/search?q=images+of+postcards&hl=en&prmd=imvns&tbn=isch&tbo=u&source=univ&sa=X&ei=k15aT\\_TDLYWbiQLgp8XCCw&sqj=2&ved=0CIBELAE&biw=837&bih=433](https://www.google.com/search?q=images+of+postcards&hl=en&prmd=imvns&tbn=isch&tbo=u&source=univ&sa=X&ei=k15aT_TDLYWbiQLgp8XCCw&sqj=2&ved=0CIBELAE&biw=837&bih=433)

AZ Standards, and children's literature

### **Notes:**