

# Who Belongs Here? The Immigrant Experience



Ourania Pantazatos  
[ourpan@yahoo.com](mailto:ourpan@yahoo.com)  
M.S. 131  
100 Hester Street  
New York, New York 10002  
(212) 219-1204

For more information, contact:  
Teachers Network  
IMPACT II Program  
Attn: Peter A. Paul  
285 West Broadway  
New York, New York 10013  
Tel: (212) 966-5582  
Fax: (212) 941-1787

E-mail: [ppaul@teachersnetwork.org](mailto:ppaul@teachersnetwork.org)

WEB SITE: [www.teachersnetwork.org](http://www.teachersnetwork.org)

# **Table of Contents**

Who Belongs Here? The Immigrant Experience  
Program Outline and Overview

Lesson 1 Building Background Knowledge

Lesson 2 Getting Comfortable and Familiar with the Materials

Lesson 3 Building Background Knowledge and Understanding Big Ideas

Lesson 4 Interview an Immigrant

Lesson 5 Determining Importance/Finding the Main Idea

Lesson 6 Building Background Knowledge through Poetry

Lesson 7 Essay Writing: Character Analysis

Lesson 8 Essay Writing: Cause and Effect

Lesson 9 Persuasive Writing

Lesson 10 Essay Writing: Compare and Contrast

Lesson 11 Found Poetry

Lesson 12 Poetry with Templates

Lesson 13 Book Reviews

Lesson 14 How To's

Lesson 15 Trip to the Tenement Museum

Lesson 16 Research Process: From Questions to Research Papers

Appendix I – Assessment

Appendix II – Persuasive Letter

Appendix III – Student Poetry

Bibliography

## Who Belongs Here? The Immigrant Experience

### *Program Outline and Overview*

#### **Major Goals:**

The instructional goals of this program are to encourage English language learners to read, write, listen and speak in a thematic unit as well as to learn content through a multi-genre experience. Additional goals are to meet the Language Arts Standards in the Limited English Proficiency class which include the following:

- ELA Standard 1: Students will read, write, listen and speak for information and understanding.
- ELA Standard 2: Students will read, write, listen and speak for literary response and expression.
- ELA Standard 3: Students will read, write, listen and speak for critical analysis and evaluation.
- ELA Standard 4: Students will read, write, listen and speak for social interaction.

#### **Target Student Age/Level:**

This program involved Chinese and Spanish speaking students living in Chinatown, New York. The students were 7<sup>th</sup> graders with reading levels ranging from 3<sup>rd</sup> to 5<sup>th</sup> grade. This unit could be adapted to mainstream classes in middle school and high school.

#### **Timeline:**

This thematic unit could last from 8 to 12 weeks. Students met for 90 minutes a day in their ESL class. Some of that time was spent on reading independently a book of the students' choice and on guided reading, topics not related to the thematic unit.

#### **Types of Assessments Used:**

The students wrote letters to their parents sharing what they learned about immigration. The various graphic organizers and essays were other ways to assess their process and progress. A survey was taken on how they learned and whether or not they liked the theme and writing projects. The final assessment was participation in a publishing party where each student read aloud one of his/her writing genres.



## Lesson Plans

The lesson plans appear in the order that was taught to the students. The unit was launched with a K-W-L chart in order to determine how much the students knew about the history of immigration in the United States. Their primary responses were that immigrants came for a better life, usually for money and jobs. Some of the students' questions were used as essential or guided questions and included the following:

- Who belongs here?
- Why do people migrate?
- What problems do immigrants encounter?
- What are the advantages and disadvantages of migrating?
- What contributions have immigrants made in the new country?

Students would turn back to these questions throughout the study to see whether or not their questions had been answered and to what degree.



*Note: Each lesson may take many class periods depending on the students' background knowledge and experiences with immigration and the writing process. Many of the steps such as taking notes are repeated because, in my opinion, practice makes perfect.*

## Lesson 1: Building Background Knowledge

Goal: To “hook” the students.

Objectives: To build background knowledge.  
To make text-to-self connections.

Procedure:

1. To hook the students, lots of colorful and powerful picture books such as *Angel Child, Dragon Child, Who Belongs Here? An American Story, Dia’s Story Cloth, The Whispering Cloth and I Hate English* were read to the students.

2. The students responded with “quick writes”. Some wrote about their good-byes and airplane rides, others wrote about their first impressions. Since earlier in the year students had written memoirs or personal narratives, they were not encouraged to take their “seed” ideas and develop them further into their own picture books. You could go this route and examine the authors’ crafts and experiment with descriptive language, figurative language, leads and endings.

## Lesson 2: Getting Comfortable and Familiar with the Materials

Goal: To build background knowledge.

Objectives: Students will browse through the materials to identify new information learned.  
Students will read with a buddy to build fluency.

Procedure:

1. Using Stephanie Harvey’s *Non-Fiction Matters* and Anne Goudvis’ *Strategies That Work*, the teacher models how to record and identify new information learned.

With post-its, new information is recorded and each item is labeled with an L. The teacher follows the same procedure with questions and labels each question with a Q.

2. The post-its are then placed on the following graphic organizer, from Stephanie Harvey’s *Non-Fiction Matters*.

Title  
Author

What I Learned

What I Wonder About

3. Given various non-fiction texts, the students follow the same procedure and then read their findings to a buddy. At the end, there is a class share. Each student must share at least two of his/her findings and questions.

Homework Assignment: Students practice the same procedure at home.

### **Lesson 3: Building Background Knowledge and Understanding “Big Ideas”**

Goal: To build background knowledge and answers to essential questions.

Objectives: Students will speak, read and write in English.  
Students will make connections.  
Students will understand big ideas by summarizing.  
Students will form questions.

Materials:

*New Kids in Town* by Janet Bode

*Molly's Pilgrim* by Barbara Cohen

*How Many Days to America?* By Eve Bunting

Procedure:

1. The students are divided into 3 groups according to their reading levels. Each student reads independently and places post-its in the book to summarize main ideas or events, record questions, make connections and record more information learned.

2. Each group charts its findings on the following graphic organizer.

Title  
Author  
Summary  
Questions  
Connections  
What I learned about immigration  
Big Ideas, Messages, Theme

As a cooperative learning group, there should be a recorder, reporter, spell checker and grammar checker.

3. After each group presents their findings, the audience is responsible to ask at least 3 questions.

4. After each group presentation, the class goes back to the essential questions (from the initial unit launch) to see if they have been answered. Any new information is added on the original K-W-L chart.

### **Lesson 4 – Interview an Immigrant**

Goal: To write a profile.

Objectives: Students will ask “thick” and “thin” questions.  
Students will build fluency in speaking, listening, reading and writing.  
Students will take notes.  
Students will compare different profile feature articles.

Language Objective: Forming questions.

Materials: Profile articles in various student magazines.

Procedure:

1. Students are introduced to the difference between a “thick” and “thin” question.
  - i.e. When did you come to the U.S.?  
What was your journey to the U.S. like?
2. Students practice by writing 3 thick and 3 thin questions.
3. The teacher interviews a teacher or student and models asking questions and taking notes.
4. Students work in pairs to ask each other their questions and practice taking notes.
5. Students are given the assignment that they will be interviewing adult immigrants of their choice. As a class, they brainstorm questions to ask. Some popular questions are:
  - Why did you come?
  - Where did you live when you first came?
  - How was it the same or different from your homeland?
  - What obstacles did you encounter?
6. As the students are working on their questions for homework, they are given profiles to compare and contrast. Profiles can be found in student magazines like Nickelodeon, Scholastic and People to Discover. Students notice the different text features authors use like Q: and A:, definitions in rectangles, pictures, captions, bold print and bilingual text. Students also notice the structures authors use, whether they are Q/A formats or paragraphs.
7. Students use their notes to write their first drafts. They edit their questions and sentences for word order.

*Note: The teacher models paragraphing with her notes.*

## Lesson 5 – Determining Importance/Finding the Main Idea

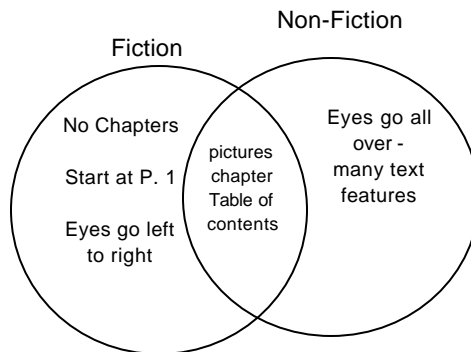
Goal: To understand the difference between a main idea and a detail.

Objectives: Students will take notes using a graphic organizer.  
Students will use reading strategies to gain meaning and background knowledge.  
Students will chart the differences and similarities between fiction and nonfiction text.

Materials: *Time for Kids, Kids Discover, Junior Scholastic*, Textbook chapter on immigration

Procedure:

1. Students compare the fiction stories from Lesson 3 to the nonfiction articles in Lesson 5.
5. They use a Venn diagram to record their observations and this is shared with the class.



2. Students then read the text features for information (i.e., pictures and captions, diagrams, graphs, headings, subheadings, and bold print). After reading the subheadings, students predict what the text is about. They summarize with a couple of words or one sentence.

3. Students then read the selection and see if their predictions were correct. They are reminded that their summary sentences were the main ideas.

4. The students then use Stephanie Harvey's graphic organizer from *Non-Fiction Matters* pg. 83.

Title: \_\_\_\_\_

Source: \_\_\_\_\_

What's Interesting?

What's Important?

5. After the teacher models with one heading, students have the opportunity to practice on their own. In a class share, students summarize what they have learned, their feelings, difficult questions, etc.

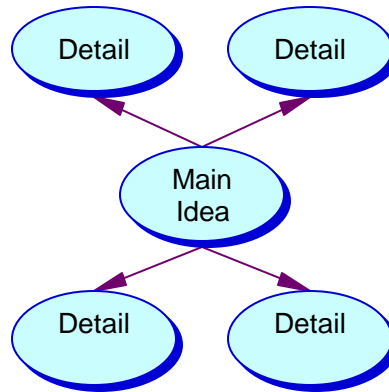
### **Lesson 6 – Building Background Knowledge through Poetry**

Goal: Making meaning from poetry.

Objectives: Students will build fluency in English.  
Students will identify the characteristics of poetry.  
Students will use flow charts to understand the sequence of events.  
Students will look at context clues to build vocabulary.  
Students will read the poems with “attitude”, using body language, eye contact and their voices.

Procedure:

1. Students are divided into two groups. The more proficient readers read “*Waiting at the Railroad Café*” by Janet S. Wong and “*Chinese Railroad Workers*” independently. The less experienced readers read “*Money Order*” by Janet S. Wong and “*Chinese Immigrants and the Chinese Exclusion Law of 1882*” as a shared reading.
2. Students read and underline vocabulary they are not familiar with. They read the sentence before and after and take a guess. After they take a guess, they ask themselves, “Does this make sense?” If the answer is “no”, the students ask other students or use a dictionary.
3. The students then reread the text and make a timeline or flowchart of the important events without copying from the text. They work in pairs and compare their timelines.
4. The students try to identify the theme/message/main ideas of each poem and fill in the following graphic organizer.



The students do a Think-Pair-Share without looking at their graphic organizer.

5. They then share what new information they learned about Chinese immigration and/or what inferences they can make about immigration in the U.S.

6. Students reread the poems to identify the authors' crafts or poetic characteristics (i.e., rhyme and dialogue).

7. Finally, the day has come to "Read with Attitude." The teacher models using her voice. Intonation and pacing are stressed as well as body language and eye contact. Students are given class time to practice their readings with their peers.

#### Homework

Students continue practicing at home. Some students memorize the poems. The next day begins with a class share.

### **Lesson 7 – Essay Writing: Character Analysis**

Goal: To write a character analysis essay.

Objectives: Students will use reading strategies to make meaning.  
Students will use inferencing to describe the character.  
Students will identify main ideas and details.  
Students will use voice in writing.

Materials: *The Tenement Writer: An Immigrant's Story* by Ben Sonder

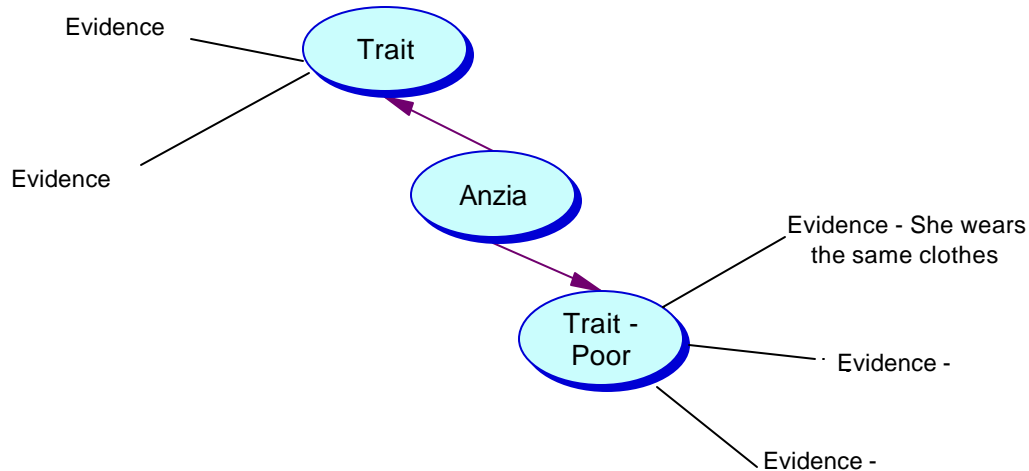
#### Procedure:

1. Students with higher reading levels read independently. Students reading on lower levels read with the teacher as a shared reading or guided reading. They use post-its or their Writer's Notebooks to record summaries, connections, questions, etc.

2. After reading the first three chapters, the teacher introduces character analysis in a mini-lesson and models with a graphic organizer such as the following:

## Graphic Organizer

Trait	What She Looks Like	What She Does	What She Says	What Others Say
Poor	Wears the Same clothes	Eats herring Every day		



### Homework

Students are to continue reading the book and describe the character (Anzia) with another trait, characteristic, quality, or adjective.

*Note:* Remind students that those words are synonyms for future standardized exams.

- As students continue to read, summarize and make connections, they work on their character analysis graphic organizer.
- Next, the teacher introduces inferencing. Ex. “The text doesn’t say Anzia is poor. We take the text and add what we know to make an inference.”
- Afterwards the teacher then informs the students that they will be writing a five paragraph school essay. Even though it doesn’t demonstrate a “real essay”, the students will be able to practice writing paragraphs, main ideas and details in a more concrete visual way.
- The teacher models with the trait *poor*. Using the graphic organizer and chart paper, side by side, she models paragraph writing by writing the main idea first and then adding the details using the information directly from the graphic organizer, which is the note taking. The teacher models revising by making errors, crossing out, and inserting new information to show students that writing isn’t perfect the first time around.

7. The students practice with another trait in groups and then a third trait individually.
8. The teacher models introductions, conclusions and how to include voice with phrases like *I feel, I realize, In my opinion* and *If I were Anzia, I would....*
9. Students edit for past tense verbs. They may work in pairs. Teacher does the final edit.

### Lesson 8 – Essay Writing: Cause and Effect

Goal: To write a cause and effect essay.

Objectives: Students will read essays to learn about the many reasons why people migrate.  
 Students will take notes.  
 Students will look for main ideas.  
 Students will identify facts to support their main ideas.

Language Objectives: Students use cause/effect vocabulary such as *because, this led to, for this reason, due to* and *since*.

Materials: *New Kids in Town* by Janet Bode  
*Scholastic* magazine  
*Time for Kids* magazine  
*The Great Migration* by Jacob Lawrence

Procedure:

1. Students read at least two stories from *New Kids in Town* and two articles. They are using the reading strategies from previous lessons to make meaning.
2. The teacher models main ideas and details with one article.

Title “The Lost Boys”		
Main Idea	Details	Response
People fled because of civil war.	The soldiers killed the women and children in the village	Where were the men?

3. Students use this graphic organizer to discuss main ideas and details. The teacher asks, “What do the people have in common?” The students realize that the people in each text left their homelands and had different reasons for migrating.

4. The teacher introduces cause and effect to the students and explains that some nonfiction text are organized or structured in this way. The students know about organization and paragraphing from previous lessons.

5. The teacher models one body paragraph.

The “Lost Boys” walked from Sudan to Ethiopia because of the Civil War. Their village was attacked by soldiers. Many were killed. Etc...

6. Cause/effect clue words are introduced. The students identify the clue word in the teacher’s paragraph. The teacher asks, “What other word or words could we substitute for *because*?”

7. The students write their own body paragraphs individually or in groups.

8. The teacher follows this procedure for introductions, conclusions and voice.

9. Students edit their work in pairs. The focus for the class was run-on sentences.

### **Lesson 9 – Persuasive Writing**

Goal: To write persuasive letters back home.

Objectives: Students will form opinions.  
Students will develop solid evidence for and against coming to Chinatown, NYC.  
Students will develop ideas into paragraphs.  
Students will learn letter writing format.

Language Objective: To include signal words like *first, second, must, should, in my opinion*.

Procedure:

1. Students brainstorm the answers to the following questions:

- a. Why did you come to the U.S.?
- b. Why did your parents come?
- c. Why do you live in Chinatown?
- d. Is Chinatown a good place to live?
- e. Should Chinese immigrants come to Chinatown?
- f. What are the advantages?
- g. What are the disadvantages?

2. Students combine their answers on chart paper. The teacher goes around asking students to clarify or be more specific (i.e., Chinatown is dirty.).

3. Students present their work to the class. The teacher begins categorizing with the

students the Pros and Cons. For example, Which sentences are about school?, Which sentences are about the environment?, Which sentences are about work?

4. Students are told to pick a side and write a letter.

5. Mini-lessons on persuasive language, letter format, paragraphing, conclusions and voice are taught by the teacher. Students read persuasive essays on other topics like smoking, pollution and dress codes. Students record and discuss how the pieces are similar (i.e., They have an opinion, there are main ideas, details, strong language like must, should, etc.).

6. Students write a first draft and assess each other. (See **Appendix I -Assessment** sheet A second draft is written and edited for run-ons. Final editing is done by the teacher. (See **Appendix II – Student Persuasive Letter**)

### Lesson 10 – Essay writing

Goal: To write a compare/contrast essay.

Objectives: Students will write main ideas.  
Students will support main ideas with details.  
Students will learn to develop voice.

Language Objective: To include compare/contrast signal words like *but, same, different, however* and *yet*.

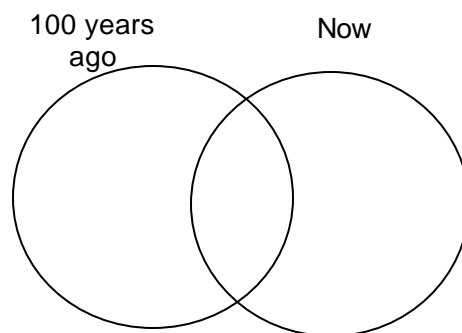
Materials: *Immigrant Kids* by Russell Freedman

Procedure:

Follow the same procedure as character analysis, cause/effect and persuasive essays.

1. Mini-lessons about the text features, table of contents, headings, captions and photographs are taught by the teacher.

2. Students read and take notes from *Immigrant Kids*. They record their findings on the left-hand side of a Venn diagram together in groups on large chart paper.



3. Students categorize their notes in groups. They use colored markers. Each color represents a different main idea. Students fill in the middle and right-hand side.
4. The teacher models one body paragraph using the Venn diagram and then models an introduction and conclusion. Students, together with the teacher, include signal words on the teacher's model paragraphs.
5. Students write their own paragraphs. They edit for past and present tense verbs.

### **Lesson 11 – Found Poetry**

Goal: To begin writing poetry.

Objectives: Students will identify important events.  
Students will tell a story through poetry.  
Students will learn about line breaks.

Materials: Assortment of picture books

Procedure:

1. The students choose their favorite picture books. They pick 20 sentences from the story that they think are important and interesting.
2. On another piece of paper, the students are to create a poem from their list of 20 sentences. They may add or subtract words, whole phrases or sentences. They may use a different word order. They decide on the number of stanzas and how to punctuate their poems.
3. Students edit with a buddy. They practice reading their poems with “attitude”. They then read aloud their poem to the whole class. (See Appendix III – Student Poetry Sample)

### **Lesson 12 – Poetry with Templates**

Goal: To begin poetry writing.

Objectives: Students will identify imagery in poetry.  
Students will identify themes, rhyme and repetition.

Language Objectives: Nouns, verbs, prepositional phrases, hyphenated nouns and adjectives.

Procedure:

1. The teacher introduces the “I AM” poem. “Every time you say “I”, what comes to mind?”

2. Every child creates a personal web about him/herself. Students may or may not use their webs to create their own poems.
4. The teacher gives the students 3 poems that are good templates. They include:
  - Childhood Tracks* by James Berry
  - Somewhere* (a picture book) by Jane Baskwill
  - My Grandmother* by Lori Marie Calson
5. Students pick one poem that interests them. They draw pictures and underline interesting nouns and verbs to examine imagery. Students are asked to look for poetry characteristics like repetition and rhyme.
6. In groups the students discuss the themes and authors' purpose.
7. The students use the template of their choice to write their own poems.

### **Lesson 13 – Book Reviews**

Goal: To write a book review.

Objectives: What is a book review?  
Why do people write them?  
Where would you find one?

Materials: Book reviews from *Voices in the Middle*

Procedure:

1. Students read lots of book reviews. They identify the characteristics of book reviews on chart paper.

A Book Review may:

- a. have a question lead sentence (i.e., Have you ever read a book about...?);
- b. have a summary without the ending;
- c. include the themes;
- d. include information about the characters or setting;
- e. include the genre, title, author, publisher, ISBN number.

2. Students write their own book reviews.

### **Lesson 14 – How To's**

Goal: To write a "How To" essay.

Objective: To clearly state and record the process of making candles.

Language objective: 1. “How to” signal words like *first, second, then, finally*  
2. Present tense

Procedure:

1. The teacher uses a candle kit with the students to make candles.
2. Students read an article on candle making during the colonial period. They look at recipes and discuss common characteristics. They then write a step-by-step process piece.



### **Lesson 15 – Trip to the Tenement Museum**

Goal: To make text-to-world connections.

Objectives: Students will record what they observe.  
Students will make personal connections.  
Students will make connections to what they see with what they know.  
Students will learn new information.

Materials: Sketch pad  
Pencils  
Museum brochures

*Note:* We visited the Tenement Museum. However, this project could be done with Ellis Island or the Statue of Liberty.

Procedure:

1. On a tour through the Tenement Museum, the students take notes on what they see or new information they've learned.
2. Students sketch 3 things that interest them. Back at school, they use watercolors to paint one thing they found interesting. As they paint, they must pay attention to their thinking

and take notes. Students must also write a paragraph describing their pictures after they've finished painting.

3. Students present their pictures and two paragraphs in an oral presentation to another class.

### Lesson 16 – Research Process: From Questions to Research Papers

Goal: To write research papers or feature articles with text features.

Objectives: Students will read, write, speak and listen in English.  
Students will get information from text features such as captions, graphs, charts, titles, subtitles, glossaries, indices, tables of contents, etc.  
Students will make inferences from pictures and photographs.  
Students will form and organize questions.  
Students will take notes.  
Students will categorize notes.  
Students will write paragraphs, introductions, and conclusions.

Language Objectives: Past Tense  
Compound sentences using *and*, *but* and *so*.

Procedure:

1. Students begin the research process by recording what they learn from text features. They choose topics that interest them under the umbrella "Immigration."
2. Students chart their topics on the blackboard. They identify which topics are too big, too little and just right.  
i.e., Immigration in the U.S. - too big.  
The tools the Chinese immigrants used on the Transcontinental Railroad - too small.

They need to know that some topics will be too big to cover and some so small that they will not find enough information.

3. Students list their questions and categorize them. They are encouraged to collaborate with others who are working on similar topics to share resources and information. Ways to take notes are demonstrated. (See example)

<p><b><u>Question</u></b></p> <p>Notes from _____ title of book _____</p> <p>Notes from _____ title of second book _____</p> <p>First Main Idea _____</p> <p>Second Main Idea _____</p>
---

4. Students identify their main ideas and look at the tables of contents and indices for answers.

5. Students write body paragraphs, introductions and conclusions.

**Appendix I - Assessment**

Does my partner have

1. an opinion?    Yes    No    What is it? \_\_\_\_\_

\_\_\_\_\_

2. a main idea for each paragraph?    Yes    No

What is it for paragraph one? \_\_\_\_\_

Paragraph two? \_\_\_\_\_

3. persuasive language?    Yes    No

Which words does he/she have? \_\_\_\_\_

4. a letter format?    Yes    No

## Appendix II – Student Persuasive Letter

Wen Hui

Dear Xiao Jing Liu,

How are you? My mother told me, you and your family will come to the U.S. I was glad you can come to the U.S. but in Chinatown it is bad. First, the garbage were on the street. The Chinese people did not clean the garbage, and smell disgusting.

Second, the apartment were expensive and very small room. My apartment is expensive, it cost \$800.00. The apartment has two bedrooms, one living, and one bathroom. My family and my cousin just sleep in a tiny room, the other tiny room someone bought the room.

Third, if you come to the U.S. You can't see your parents everyday, because your father leave far away from his work. He must wake up very early, so your father must stay for a week. And you can't see your parents.

Xiao Jing, do you like to see the garbage, to smell disgusting things, to live in a tiny room and can't see your parents. Do you like your life like that?

Your Friend

Wen Hui

### Appendix III – Student Poetry

#### A Better Life

America, a nation of immigrants.  
Settle small villages  
Build big cities.

Populations grow.  
People  
keep arriving  
traveling  
by boat  
by train  
and by wagon.

Spreading across  
the Atlantic  
and  
Pacific.

From  
Italy,  
Poland,  
Turkey,  
and Greece.

Ellis Island,  
Castle Garden,  
the depots for immigrants.

Give quick examinations,  
ask  
lists and lists of questions.  
Enter  
their new country officially.

And  
start making a better life  
for  
themselves and their children.

## Bibliography

1. Altman, Linda Jacobs Amelia's Road
2. Blos, Joan W. Brooklyn Doesn't Rhyme
3. Bode, Janet New Kids in Town
4. Caroli, Betty Boyd Immigrants Who Returned Home
5. Catharine de Ruiz, Dana La Causa The Migrant Farmworkers' Story
6. Cha, Dia Dia's Story Cloth
7. Cullum, Albert & Almeida, David A. America on Tour Classroom Drama
8. Cullum, Albert & Almeida, David A. American Moments Classroom Drama
9. Dooley, Norah Everybody Cooks Rice
10. Freedman, Russell Immigrant Kids
11. Friedman, Ina R. How My Parents Learned to Eat
12. Hest, Amy When Jessie Came Across the Sea
13. Kallen, Stuart A. The Statue of Liberty "The New Colossus"
14. Kay, Verla Gold Fever
15. Knight, Margy Burns Who Belongs Here? An American Story
16. Koral, April An Album of the Great Wave of Immigration
17. Lawlor, Veronica I Was Dreaming to Come to America
18. Lawrence, Jacob The Great Migration
19. Levine, Ellen I Hate English
20. Levine, Ellen ...If Your Name Was Changed at Ellis Island
21. Lewin, Ted Big Jimmy's KumKau Chinese Take Out
22. Maestro, Betsy Coming to America

23. Mak, Kam My Chinatown
24. Owens, Thomas S. Ellis Island The Library of American Landmarks
25. Penner, Lucille Recht The Statue of Liberty STEP into Reading
26. Quiri, Patricia Ryon Ellis Island A True Book
27. Quiri, Patricia Ryon The Statue of Liberty A True Book
28. Rael, Elsa Okon What Zeesie Saw on Delancy Street
29. Reiff, Tana Little Italy Hopes and Dream
30. Rosenberg, Maxine B. Making a New Home in America
31. Sandin, Joan The Long Way to a New Land An I Can Read Book
32. Say, Allen Grandfather's Journey
33. Stein, R. Conrad Ellis Island Cornerstones of Freedom
34. Strazzabosco-Hayn, Ginna The Statue of Liberty The Library of American Landmarks
35. Surat, Michele Maria Angel Child, Dragon Child
36. Thompson, Gare Our New Life in America National Geographic