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Introduction

Immigration contains a whole language, thematic unit. Its exciting pages are filled with a wide variety of reproducible pages and lesson ideas.

The theme is connected to the curriculum with activities in language arts, maths, science, social studies, art, music, and life skills. Many of these activities encourage co-operative learning. Suggestions and patterns for a display board are provided for the busy teacher. Furthermore, the culminating activity allows students to synthesize their knowledge in order to produce products that can be shared beyond the classroom.

This thematic unit includes:

- Literature selections**—summaries of two children’s books with related lessons (complete with reproducible pages) that cross the curriculum
- Planning guides**—daily suggestions for sequencing lessons
- Writing ideas**—writing suggestions that cross the curriculum
- Homework suggestions**—extending the unit to the child’s home and helping students to prepare for the reading of the books
- Curriculum connections**—in language arts, maths, art, social studies, and life skills
- Group projects**—to foster co-operative learning
- A culminating activity**—which requires students to synthesize their learning to produce a product or engage in an activity that can be shared with others
- A reading list**—suggesting additional literature and nonfiction books on the theme

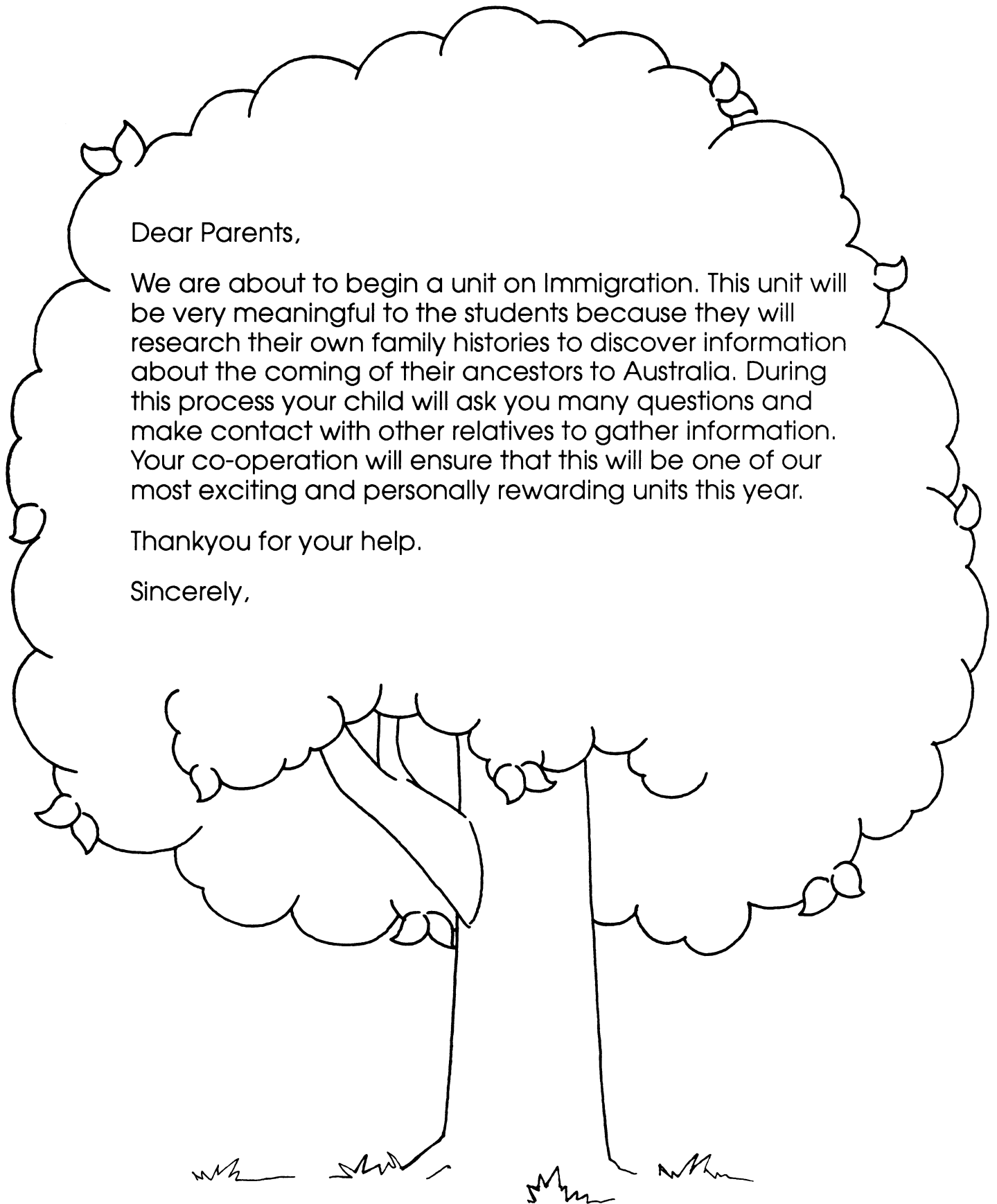
Letter

Dear Parents,

We are about to begin a unit on Immigration. This unit will be very meaningful to the students because they will research their own family histories to discover information about the coming of their ancestors to Australia. During this process your child will ask you many questions and make contact with other relatives to gather information. Your co-operation will ensure that this will be one of our most exciting and personally rewarding units this year.

Thankyou for your help.

Sincerely,



Molly's Pilgrim

by Barbara Cohen

Summary

Molly and her family immigrated to the United States from Russia. As a Jewish family they were persecuted for their beliefs. Given a homework assignment at school to bring in a doll dressed as a Pilgrim for a Thanksgiving display, Molly's mother dresses the doll as herself. When Molly protests, her mother explains that she, too, is a Pilgrim who came to America for religious freedom. She is like the Pilgrims who landed at Plymouth Rock. Molly's Pilgrim doll brings a new understanding of the true meaning of Thanksgiving.

The outline below is a suggested plan focusing on the various activities that are presented in this unit. You should adapt the ideas to fit your own classroom situation.

Sample Plan

Day 1

- Define persecution.
- Read the dedication in *Molly's Pilgrim*.
- Read *Molly's Pilgrim*.

Day 2

- Begin Ancestor Doll; Homework Questionnaires (pages 6-7)

Day 3

- Continue working on Ancestor Doll.

Day 4

- Decide what belongings to take. (page 8)
- Continue working on Ancestor Dolls.

Day 5

- Do How They Got Here simulation. (page 9)
- Have an Ancestor Doll Display.

Overview of Activities

Setting the Stage

1. What is persecution? Explain that throughout history people have often been mistreated because of their beliefs. It is one of the major reasons for immigration. What are other reasons for immigration? Who immigrates? Ask students to create a chart of groups of people who have been forced to migrate in recent times (e.g. the Kurds). After each group has made a chart, create a class chart. Let each set of partners contribute some information.
2. Before beginning *Molly's Pilgrim* with the class read the dedication to them. How might they use their family histories (page 7) to help tell their own family stories?
3. Share *Molly's Pilgrim* with the class. If you wish to read the book aloud, allow enough time to read the book in one session.
4. Before reading the book to the class, show them the cover and some of the art. Have them think about how the art will contribute to the story.

Enjoying the Book

1. Throughout the story Molly's mother speaks to her in Yiddish. She calls her, *Malkeh* (little Molly), *shaynkeit* (pretty thing), and says she'll talk to the teacher so the *paskudnyaks* (not nice people) will stop teasing her. Most children will not recognize the Yiddish language. Yiddish developed from several languages, including German, Hebrew, Aramaic, French, and Italian. It uses the Hebrew alphabet. It became the language of the Western European Jews and, as they travelled, so did the language, borrowing from many other languages including English. It is still spoken today, but not as widely as it once was.
2. The Pilgrim doll that drew the most attention in class was Molly's. This was because it truly represented Molly's own ancestry. Give students the opportunity to make ancestor dolls (page 6). Complete this project over several days; it is an ideal homework assignment. Display the finished dolls.

Ancestor Doll

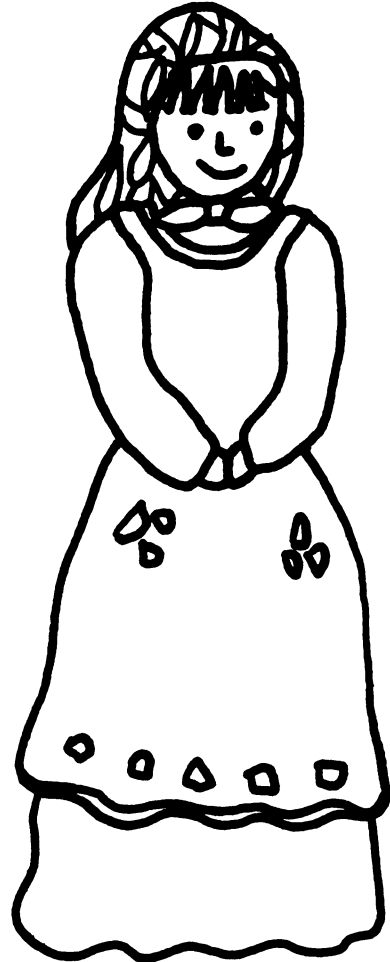
In *Molly's Pilgrim*, Molly is asked to make a doll for Thanksgiving. She knows it is different from the traditional pilgrim dolls made by the other children. It is her teacher who makes the children in the class realize that Molly's mother, as others before her, is truly a pilgrim for she too went to another country seeking religious freedom.

Like Molly, you too will make a doll. As Molly's doll represented her native Russia, so your doll will represent the country of your origins.

Before beginning your doll you will need to find out some information. Read the questions on page 7. Take them home and answer them with the help of your parents or other family members. You may find that you have more than one country to choose from. Once you have decided on the country, you may make your doll.

You will need the following materials:

- wooden clothes peg or wooden spoon
- tacky glue or hot glue gun (use under adult supervision)
- stapler
- scissors
- fabric or paper scraps
- fine point markers
- wool
- pictures of clothing from the time period of your ancestors



Using a wooden clothes peg or wooden spoon, begin by drawing a face on the doll with a fine point marker. Then choose the fabric or paper that you will need to make the clothing. Select materials that represent the colors of the country. Cut out the clothing with a pair of scissors. Glue or staple onto the clothes peg or spoon. Add hair. Use wool or draw it on with a marker.

Display your doll along with the Ancestor Doll Card on page 7. A simple doll stand can be made. If you are using a clothes peg, clip the peg onto the side of a small box. If you are using a wooden spoon, poke a hole in the bottom of the box, turn the box over, and put the doll into the hole to display.