

Identity and the Making of a Nation

MS-5225

Common Core Standards

A. Reading Informational Text (RI)

RI.7.1, RI.8.1, RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.

Application: Students gather evidence from sources about immigration waves, policies, and personal stories, then use that information in research papers or presentations.

RI.7.2, RI.8.2, RI.9-10.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details.

Application: Students identify main points from primary and secondary sources (e.g., legislation, historical accounts) and write concise summaries.

RI.7.3, RI.8.3, RI.9-10.3

Analyze the interactions between individuals, events, and ideas in a text.

Application: Students examine how different factors—political, social, economic—interact in shaping immigration waves or policy debates.

RI.7.4, RI.8.4, RI.9-10.4

Determine the meaning of words and phrases in a text, including figurative and connotative meanings; analyze the impact of specific word choices.

Application: Students decode key vocabulary related to immigration and policy (e.g., “asylum,” “naturalization,” “refugee,” “undocumented”).

RI.7.7, RI.8.7, RI.9-10.7

Integrate and evaluate content presented in diverse media and formats (e.g., charts, graphs, videos).

Application: Students interpret graphs showing immigration data, watch documentary clips, and analyze how each medium conveys information differently.

RI.7.8, RI.8.8, RI.9-10.8

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant.

Application: Students critique op-eds or speeches on immigration policy for credibility and bias.

B. Writing (W)

W.7.1, W.8.1, W.9-10.1

Write arguments to support claims with clear reasons and relevant evidence.

Application: Students compose persuasive essays or policy proposals on immigration reform or historical immigration acts.

W.7.2, W.8.2, W.9-10.2

Write informative/explanatory texts to examine and convey ideas clearly.

Application: Students develop expository reports explaining each wave of immigration, its causes, and its impact.

W.7.3, W.8.3, W.9-10.3

Write narratives to develop real or imagined experiences based on research.

Application: Students create first-person narratives or diary entries from the perspective of immigrants arriving during different historical periods.

W.7.7, W.8.7, W.9-10.7

Conduct short as well as sustained research projects to answer a question, drawing on multiple sources.

Application: Students undertake a research project analyzing both historical data (e.g., census records) and modern immigration trends.

W.7.8, W.8.8, W.9-10.8

Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of each source.

Application: Students search newspaper archives, government documents, and NGO reports to compile evidence on immigration issues.

C. Speaking & Listening (SL)

SL.7.1, SL.8.1, SL.9-10.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led).

Application: Students participate in Socratic seminars or debates on current immigration policy, using prepared research to support arguments.

SL.7.4, SL.8.4, SL.9-10.4

Present claims and findings in a clear, concise, and logical manner.

Application: Students give oral presentations about their immigration research, employing visual aids (e.g., charts, slideshows).

SL.7.5, SL.8.5, SL.9-10.5

Include multimedia components (graphics, images, music, sound) in presentations to clarify information.

Application: Students integrate infographics of population data, short video clips, or interactive timelines in a culminating group presentation.

D. Language (L)

L.7.6, L.8.6, L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.

Application: Students build vocabulary related to immigration (e.g., “nativism,” “civic duty,” “refugee status”) and practice using these terms in oral and written work.

2. Common Core Literacy in History/Social Studies

(Note that CCSS for History/Social Studies are often grouped in bands, e.g., 6–8 and 9–10.

Below are representative standards that align with a 7th–9th grade range.)

RH.6-8.1, RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources.

Application: Students use diaries, legal documents, or speeches from different immigration eras to draw conclusions about motives or experiences.

RH.6-8.2, RH.9-10.2

Determine the central ideas of a primary or secondary source; provide an accurate summary.

Application: Students summarize legislative acts like the Chinese Exclusion Act or the Immigration Act of 1924 in their own words.

RH.6-8.7, RH.9-10.7

Integrate visual information (charts, graphs, photographs, videos) with other information in print and digital texts.

Application: Students interpret historical photos of Ellis Island alongside numeric data on incoming immigrants during a specific period.

RH.6-8.8, RH.9-10.8

Distinguish among fact, opinion, and reasoned judgment in a text.

Application: Students identify bias and perspective in political cartoons, media editorials, or historical propaganda around immigration.

3. Social Studies Standards (C3 Framework)

The C3 Framework (College, Career, and Civic Life) for Social Studies comprises four key “dimensions.” While specific social studies standards can differ by state, these dimensions provide a broad structure for inquiry-based learning and civic engagement.

Dimension 1: Developing Questions and Planning Inquiries**D1.1-3 (Grades 6–8, 9–12)**

Construct compelling and supporting questions, then determine the sources needed to answer them.

Application: Students formulate research questions about a particular immigration wave or policy, identifying potential resources (historical documents, statistical databases, interviews).

Dimension 2: Applying Disciplinary Concepts and Tools

Civics: Understand how laws and policies are made, and how citizens and non-citizens can influence government decisions.

Economics: Evaluate the economic reasons behind migration and how immigration affects labor markets and resource distribution.

Geography: Analyze migration patterns, push-pull factors, and the geographic distribution of immigrant communities.

History: Examine continuity and change across the waves of immigration, identifying cause-and-effect relationships.

Dimension 3: Evaluating Sources and Using Evidence

D3.1-3 (Grades 6–8, 9–12)

Gather relevant information from multiple perspectives, evaluate source credibility, and develop evidence-based conclusions.

Application: Students compare personal letters from immigrants, official government records, newspaper articles, and academic analyses.

Dimension 4: Communicating Conclusions and Taking Informed Action

D4.1-8 (Grades 6–8, 9–12)

Present findings using evidence, clarify ideas and arguments, and reflect on how to address current immigration-related issues.

Application: After drawing conclusions, students can propose solutions or create awareness campaigns, demonstrating civic engagement or community involvement.

Putting It All Together

When students examine the waves of U.S. immigration or investigate current immigration debates:

They use CCSS ELA Reading and Writing standards to conduct research, gather and cite evidence, and communicate their findings through written and oral formats.

They apply CCSS Speaking and Listening standards by participating in debates, Socratic seminars, and presentations, using domain-specific vocabulary.

They reinforce CCSS Language standards by mastering key terminology related to immigration and citizenship.

They leverage CCSS Literacy in History/Social Studies standards to analyze primary and secondary sources, interpret data visualizations, and scrutinize arguments about immigration policy and history.

They fulfill Social Studies objectives (as outlined by the C3 Framework), engaging in inquiry-based learning, considering multiple perspectives, and ultimately communicating informed conclusions about both historical and contemporary aspects of immigration.