

# **New York City Department of Education Magnet Program District 25 & 28**

**MS 185- Edward Bleeker Aspires Magnet  
Program**

**Grade 6 ELA  
The Influence of Immigration on Urban  
Development (NYC and its Architecture)**

**Essential Question:** How does immigration shape urban development and lifestyle?  
**Suggested Time Frame:** 9 weeks  
**Magnet Theme:** Architecture

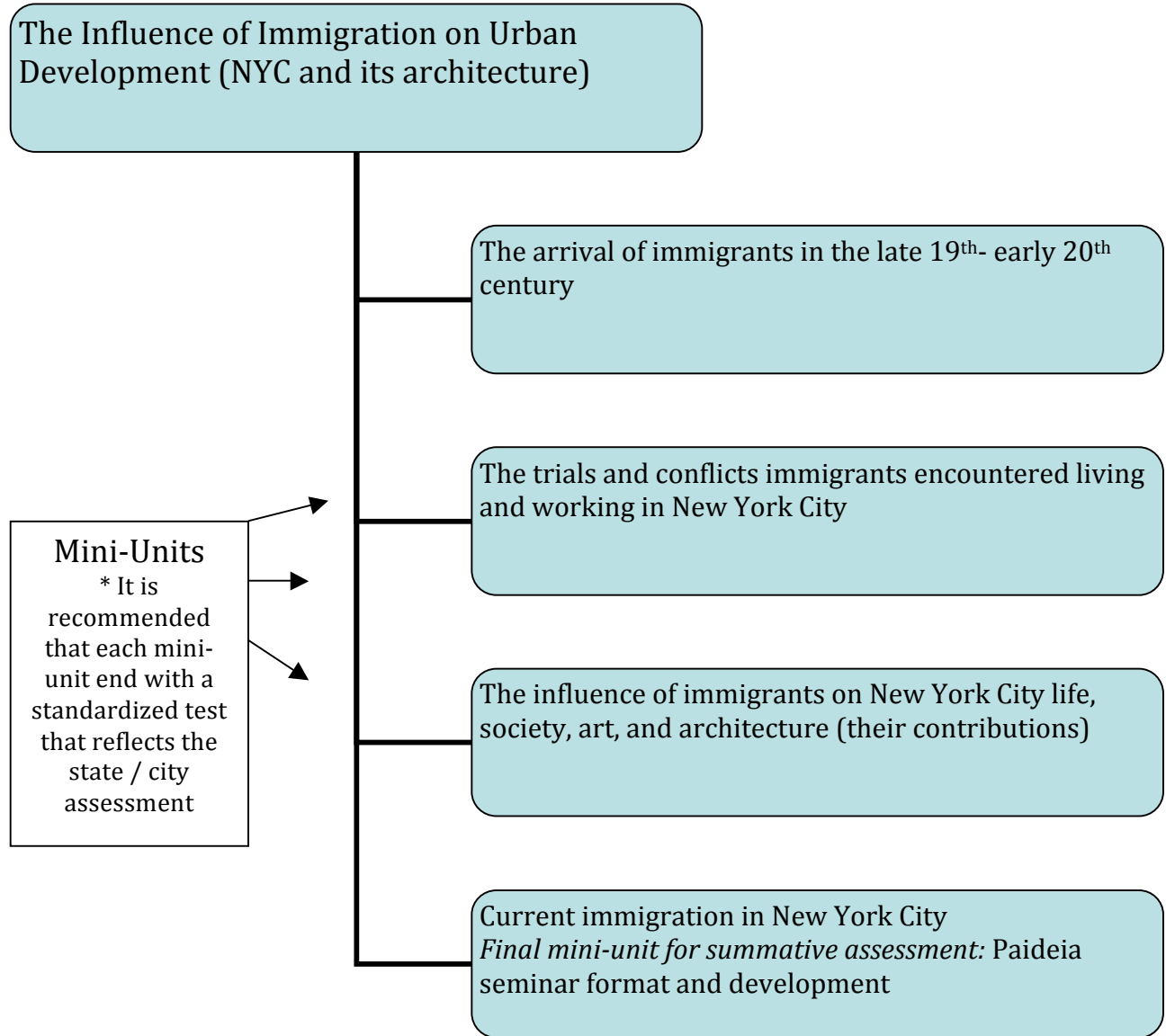
**Backwards Design Unit Planning**

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# Graphic Overview of Unit

**Suggested Time Frame: 9 weeks**

**Essential Question: How does Immigration shape urban development and lifestyle?**



**Unit's Culminating Project:**

*Task 1:* Students will produce a persuasive brochure for potential immigrants in the early 20<sup>th</sup> century. *Task 2:* Students will participate in a paideia seminar in which they discuss the benefit/drawback of immigration to an urban society/community

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Stage 1- Desired Results	
<p><b>Standards-Based Learning Goals:</b>  <b>E1b:</b> Read and comprehend at least four texts on the same subject  <b>E1d:</b> Demonstrate familiarity with a variety of public documents  <b>E2e:</b> Produce a persuasive essay  <b>E4:</b> Conventions, Grammar, and Usage of the English language  <b>E5a:</b> Respond to non-fiction, fiction, poetry using interpretive and critical processes</p>	
Concepts	
<p><b>Big Ideas for this Unit:</b>  <u>Universal Concept:</u> Environment and change agents  <u>Themes:</u> People influence their environment                      Diversity fosters change  <u>Debate(s):</u> How significant was the immigrant influence on urban development? Are immigrants still influential in urban development? Does an environment shape its community or vice versa?</p>	<p><b>Magnet School Theme:</b> Architecture   <b>Relevant/Connected Big Idea:</b> The influx of immigrants to an urban area (NYC) influences architectural change</p>
<p><b>Enduring Understandings</b>                      Students will understand that:</p> <ol style="list-style-type: none"> <li>1. Immigration plays a vital role in urban development</li> <li>2. An environment (or community) is directly influenced by its population</li> <li>3. People can find solutions to problems in many different forms</li> </ol>	<p><b>Overarching Essential Question:</b>                      How does immigration shape urban shape development and lifestyle?</p> <p>Other topical essential questions:</p> <ol style="list-style-type: none"> <li>1. <i>What are the vital roles that immigration played in urban development?</i></li> <li>2. <i>Why was there an influx of immigrants in the late 19<sup>th</sup>/early 20<sup>th</sup> century? (Explanation)</i></li> <li>3. <i>Why is it important to recognize cultural and immigrant influences in NYC? (Interpretation)</i></li> <li>4. <i>What can we learn about other cultural influences by studying NYC's architecture? (Application)</i></li> <li>5. <i>How might immigrants view America differently compared to their American-born peers? (Perspective)</i></li> <li>6. <i>How might it feel to be a new immigrant in America? (empathy)</i></li> <li>7. <i>What influence has immigration played in your own life/community? (self-knowledge)</i></li> <li>8. <i>Our diverse community, are we a melting pot or a tossed salad?</i></li> </ol>
Content and Skills	

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<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<ul style="list-style-type: none"><li>• Distinguishing components of multiple genres (historical fiction, biography, autobiography, memoir, Non-fiction vs. fiction))</li><li>• Basic elements of narratives: narrator, POV, perspective, setting, time period, and place.</li><li>• How elements of narratives effect a reader's understanding</li><li>• Problems and solutions in a narrative</li><li>• Compare and contrast- graphic organizers</li><li>• Organization of events- chronological order, flashback, sequence of events</li><li>• Cause and effect</li><li>• How to write a thesis statement</li><li>• Format of 5 paragraph thesis essay</li><li>• Outlines and graphic organizers used for 5 paragraph essays</li><li>• People who have influenced their communities architecture</li><li>• Conventions of public speaking</li><li>• Socialization skills required for being a respectful audience and an effective listener</li><li>• Accountable talk, active listening, respectful language</li><li>• Transition words</li><li>• Basic interview skills and questions to ask</li></ul>	<ul style="list-style-type: none"><li>• <i>Identify</i> historical fiction, biography, autobiography, memoir genres</li><li>• <i>Identify</i> importance of setting, time period, and place in a narrative</li><li>• <i>Define</i> how setting, time period, and place affects the reader's understanding and analysis of a narrative</li><li>• <i>Identify and recognize</i> the importance of problems and solutions in a HF/bio and how they help a reader to learn more about a time period</li><li>• <i>Compare/Contrast</i> two periods of time</li><li>• <i>Identify</i> cause and effect relationships</li><li>• <i>Understand</i> how a person can influence others and a community</li><li>• <i>Identify</i> how a person can influence history</li><li>• <i>Reflect upon</i> famous people who have influenced urban development and architecture</li><li>• <i>Create</i> a web, outline, thesis statement</li><li>• <i>Produce</i> a 5 paragraph thesis essay on an influential immigrant in their community using transition words</li><li>• <i>Interview</i> a community member</li><li>• <i>Develop</i> socialization skills that are needed during a discussion</li><li>• Participate in a paideia seminar using accountable talk and active listening skills</li></ul>

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**Stage 2- Summative Assessment Evidence**

**If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.**

- Culminating/Summative Task 1: Students will produce a choice-based project that stretches and encourages their development in non-fiction writing, creative higher-order thinking, and artistic expression. Task 2: Students will participate in a paideia seminar in which they express their knowledge, understanding, and analysis of the enduring understandings of the unit

**Goal:** Task 1 and 2: Students will demonstrate their understanding of how diversity shapes an environment; in particular, how immigration has shaped urban development.

**Role:** Task 1: Students will become citizens of New York City in 1902. Task 2: Students will become members of a community board.

**Audience:** Task 1: Future immigrants to New York City. Task 2: Other members of the community board

**Situation:** Task 1: Students are to convince future immigrants to a) immigrate to NYC or b) stay away from NYC. Task 2: Students will debate the advantages/disadvantages of encouraging immigration in their urban community

**Purpose and product:** Task 1: Students will produce a brochure that will convince people to (or not to) immigrate to New York City in 1902. Task 2: Students will debate whether or not immigrants should be encouraged to move to their community

**Standards for performance:**

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**Student Task**

**In the space below, write the task exactly as students will see it.**

TASK 1

The Setting: The year is 1902 and you are living in New York City. You are either:

a) an immigrant we have studied in class. You want to alert potential immigrants from your old community to the dismal environment that awaits them in New York City.

OR

b) a factory owner who needs more workers. You want to convince people of why they should move to New York City and come work in your factory.

Your assignment: Create a brochure that will persuade people as to why or why not they should immigrate to New York City.

Requirements:

-You must include:

- Multiple documents (pictures, articles, graphs, etc)
- Accurate historical facts
- Quotes from 2 different people that support your argument
- at least 2 architectural structures (pictures and descriptions) that were influenced by immigration

Your brochure must be creative and colorful and should demonstrate your understanding of the expected OR the actual immigrant experience in New York City.

TASK 2

You and your classmates are members of an urban community board. You are meeting to discuss the advantages and disadvantages of encouraging immigration to your urban community. As a valuable member of the community board, you must respectfully and intellectually contribute and respond to your fellow board members ideas throughout the meeting. At the completion of the meeting, you will be responsible for writing a reflection in which you share your thoughts on how your debate and discussion skills have improved, and how you have met the goals you set before the seminar. You must also demonstrate a deeper understanding of the content covered during the meeting.

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### Rubric For Culminating Project (Task 1)

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Understanding</b>	Shows a sophisticated understanding of the immigrant experience, demonstrated through evidence included in the persuasive brochure	Shows an adequate understanding of the immigrant experience, demonstrated through evidence included in the persuasive brochure	Shows an incomplete understanding of the immigrant experience, demonstrated through evidence included in the persuasive brochure	Shows little, if any understanding of the immigrant experience, demonstrated through evidence included in the persuasive brochure
<b>Product</b>	Written components are extremely well organized and fully developed, with extensive evidence included to support argument	Written components are generally clearly organized with some sections fully developed, with evidence included to support argument	Written components are superficial, with more summaries and highlights rather than specific analysis of information included to support argument	Written components are extremely superficial, poorly organized, and there is little evidence provided to support argument
<b>Format and Quality</b>	Exactly follows the format of a brochure and meets all the requirements of the project. Brochure is very colorful, creative and grammatically correct. Project exceeds expectations.	Mostly follows the format of a brochure and meets most requirements of the project. Brochure is colorful, creative, or grammatically correct. Project meets expectations.	Minimally follows the format of a brochure and meets some requirements of the project. Brochure may be colorful, creative, or grammatically correct. Project does not meet expectations	Does not follow the format of a brochure and does not meet the requirements of the project. Brochure is not colorful, creative, or grammatically correct. Project does not meet expectations
<b>Presentation</b>	Culminating presentation is characterized by highly effective attention to the needs of the audience	Culminating presentation is characterized by a straightforward but underdeveloped approach	Culminating presentation is brief and lacks overall evidence of attention to the needs of the audience	Culminating presentation is inadequate, lacking any attention to the needs and background of the audience.

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**Rubric For Culminating Project (Task 2)**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Understanding</b>	Shows a sophisticated understanding of the relevant ideas or process. The Concepts, evidence, arguments, qualifications made, questions posed and methods used are advanced, going well beyond the grasp of the subject typically found at this age level	Shows a solid understanding of the relevant ideas or processes. The concepts, evidence, arguments, and methods used are appropriate for addressing the issues and problems. There are no misunderstandings of key ideas or overly simplistic approaches	Shows a somewhat naive or limited understanding of the relevant ideas or processes. The concepts, evidence, arguments, and methods used are somewhat simple, crude, or inadequate for addressing the issues or problems. Response may reveal some misunderstanding of key ideas or methods.	Shows little apparent understanding of the relevant ideas and issues. The concepts, evidence, arguments, and methods used are inadequate for addressing the issues or problems. Response may reveal major misunderstanding of key ideas or methods.
<b>Performance</b>	The performance or product is highly effective. The ideas are presented in an engaging, polished, clear, and thorough manner, mindful of the audience, context, and purpose. There is unusual craftsmanship in the final product or performance	The performance or product is effective. The ideas are presented in a clear and thorough manner, showing awareness of the audience, context, and purpose.	The performance or product is somewhat effective. There are some problems with clarity, thoroughness, delivery, and polish. It is unclear whether audience, context, and purpose have been considered	The performance or product is ineffective and unpolished. It provides little evidence of prior planning, practice, and consideration of purpose or audience. It is difficult to determine the key points of the presentation.
<b>Participation</b>	Students demonstrate a deep understanding of socialization skills and accountable talk and successfully put those skills into practice during seminar	Students demonstrate a solid understanding of socialization skills and accountable talk and attempt to put those skills into practice during seminar	Students demonstrate a naïve or limited understanding of socialization skills and accountable talk and make an insignificant attempt to put those skills into practice during seminar	Students demonstrate little or no understanding of socialization skills and accountable talk and make no attempt to put those skills into practice during seminar
<b>Reflection</b>	Students are exceedingly reflective in their growth as seminar participants and clearly demonstrate a deeper understanding of content as a result of the reflective process.	Students are reflective in their growth as seminar participants and demonstrate further understanding of content as a result of the reflective process	Students are somewhat reflective in their growth as seminar participants and minimally demonstrate further understanding of content as a result of the reflective process	Students are not reflective in their growth as seminar participants and do not demonstrate further understanding of content as a result of the reflective process

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<b>Stage 2- Formative Assessment Evidence</b>	
<b>Throughout the unit how will you check to make sure students are mastering the knowledge, skills, and understandings they need to be successful at the summative/culminating task?</b>	
<b>Assessment Formats on the State Test</b>	<b>Weekly Formative Assessments For Content...</b>
	<b>For Skills...</b>
	<b>For Understandings...</b>