

## We Came to America: Third Grade Lesson Summary

Summary: After determining student knowledge about immigration, the teachers read *We Came to America* by Faith Ringgold to third graders.

The teachers then divide the students into four groups to work cooperatively on discussion questions.

Materials: *We Came to America* by Faith Ringgold, discussion questions on separate pieces of paper.

### Steps:

1. Write names on board, introduce yourselves.
2. Introduction to material: The United States of America is a country made up of all sorts of different people. People came to this country in many different ways, and for many different reasons. Today, we're going to learn about some of the ways people came to America.
3. Define Vocab. For some of the harder concepts, especially country, religion, and race, ask open ended questions. Examples for country and religion will be helpful. For race, something along the lines of "what do you think 'race' is?"
  - Immigrant
  - Diversity
  - Injustice
  - Country (what are some examples?)
  - Religion (what are some examples?)
  - Race
4. Read text to students.
5. After reading the text, divide students into 3 or 4 groups, depending on how many volunteers are present. Ask the teacher to facilitate a group if need be. Bring your discussion questions to each group.
6. Allow ten minutes for group discussion. Volunteers and the teacher can guide discussions as necessary.

The questions are as follows:

- Group 1: In the book, it says that "some of us were already here." To whom do you think the author is referring? What do you know about this group?

- Group 2: In the book, it says that “Some of us were brought in chains, losing our freedom and our names?” Who do you think the author is referring to? Who was brought in chains to America, and why did they lose their “freedom and “names?” What would it feel like to lose your freedom and your name?
  - Group 3: What are some of the reasons people come to America or “immigrate?” What sorts of things in the book that people bring with them when they come to America?
  - Group 4: What do you know about how your family came to America? Did you recognize your own culture, religion, or family story in the writing or illustrations?
7. While the students are still in their groups, have the facilitator pick one student to read their question aloud to the group and another to report to the class on what their group discussed. Help students as needed.
  8. Begin full-class discussion, add to your vocabulary list as needed.