

**KWL CHART FOR WHAT WE KNOW, WANT TO KNOW, AND PREDICT WE WILL LEARN ABOUT IMMIGRATION TO AMERICA**

WE KNOW...	WE WANT TO KNOW...	WE PREDICT WE WILL LEARN...

**STUDENTS' AND PARENTS' COUNTRY CHART**

Country	Student's Name	Student's Parent's Name	Student's Parent's Name

**Checklist for Participation in Two Days Lesson on Immigration**

Name	Participates in KWL and formulation of questions for parents	Brings and enters information on family's immigration history on the timeline	Uses appropriate internet research skills and is successful in internet search	Enters at least one piece of accurate information on the Venn Diagram

Rubric for Writing on Reasons for Immigration  
Sunshine State Standards Shown Below

Area of Assessment	Not so great (1)	Pretty Good (2)	Superb Thinking(3)
Content on reasons for immigration	Unclear of lack of reasons for immigration. Written in any of the text types with less than clear cohesion.	Reasons for immigration from two of the three areas. Written in a cohesive manner in any text type (narrative, expository, or poetry)	One good reason for each: economic, political, and religious factors in immigration. Written in a cohesive manner in any text type (narrative, expository, or poetry)
Cultural Sensitivity	Writing shows lack of sensitivity to reasons for immigration	Writing shows surface level awareness of reasons for immigration	Writing shows empathy and a high level of sensitivity to reasons from immigration
Writing notes from a variety of sources	Notes from one source	Notes from internet and at least one reference or trade book	Notes from internet and more than one reference or trade books
Using technology for communication	No information obtained from internet	Some information obtained from internet.	Extensive use of internet for information for this assignment with website references
Constructs and labels a timeline	Did not participate in construction and labeling of timeline	Participation in either construction of labeling of timeline	Full participation in timeline construction and the labeling of events on the timeline

**LA.B.2.2.1.5.1** GLE -The student writes notes, comments, and observations that reflect comprehension of fifth-grade or higher level content and experiences from a variety of media.

**LA.D.2.2.4.4.1** GLE -The student uses appropriate available technologies to enhance communication.

**SS.A.1.2.3.5.1** GLE -The student constructs and labels a timeline based on a historical reading (for example, about United States history).