

Title: Coming to America

Key Words: food, immigration, diversity

Grade Level: 3

Time Allotted: 45 minutes

Lesson Overview	Students will explore and discuss how immigrants brought foods and recipes to America that have added to the country's diversity.
Guiding Question(s)	How did foods like pizza, pasta, kebabs, fried rice, tacos, bagels and meatloaf come to America? How has immigration affected America's diversity?

Learning Objectives

SWBAT explain that multicultural markets and restaurants are a result of immigrants.

SWBAT explain that immigrants brought foods from their home country when they came to America through a class discussion.

SWBAT recognize and explain that immigrants have influenced food and American diversity.

Standards of Learning

3.12 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

OAH Historical Skills Taught:

Historical Comprehension

Students will evaluate photographs of grocery stores, markets, and streets.

Historical Analysis and Interpretation

Students will evaluate the cause and effect relationship between immigration and how it has impacted commonly eaten foods in America by comparing these foods with immigrants' recipes.

Assessment Tool(s)

Writing prompt

Materials/Resources

Powerpoint presentation

- Print slides 2, 4, 6, 8, 10 - one per page

Journal writing prompt (one per child)

Snapshot graphic organizer (one per child)

How Pizza Came to Queens by Dayal Kaur Khalsa (one copy)

Primary Source Documents in Powerpoint

Italian Market, Mulberry Street, New York. Between 1900 and 1910. Accessed on 2/20/2012 at <http://www.loc.gov/pictures/item/det1994023760/PP/>

This is a photograph of Italian women shopping for bread at an Italian Market from the Library of Congress archives.

Genthe, Arnold. Weighing Fish, Chinatown, San Francisco. Between 1896 and 1906. Accessed on 2/20/2012 at <http://www.loc.gov/pictures/item/agc1996001286/PP/>.

This is a photograph of Chinese men weighing fish at an outdoor market in Chinatown, San Francisco. It is archived at the Library of Congress.

New Orleans, LA., A corner of a French Market. Between 1900 and 1910. Accessed on 2/20/2012 at <http://www.loc.gov/pictures/item/det1994001599/PP/>

A photograph of children at a French market in New Orleans, Louisiana.

Japanese Sun Parlor, Hot Springs, Va. Between 1900-1915. Accessed 2/12/2012 at <http://www.loc.gov/pictures/item/det1994021875/PP/>

Stupich, Martin. Oblique view of La Nortenita restaurant, with office in background. View NORTHWEST. - Luna Lodge, 9119 Central Avenue Northeast, Albuquerque, Bernalillo County, NM. Accessed 2/20/12 at <http://www.loc.gov/pictures/item/nm0300.photos.218024p/>

This is a photograph featuring a Mexican restaurant in New Mexico.

Modifications (to meet needs of diverse learners)

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- Students may work independently to analyze primary source documents (additional copies of powerpoint slides would need to be printed for this modification).
- Struggling writers may work with a stronger writer.
- Students who finish their writing prompt early can create an illustration of the food they would bring and add a caption.

Instructional Procedures/Process

This lesson has students analyze primary source photographs as a hook. Each photograph features a cultural market or restaurant in the United States. Students will most likely assume each photograph was taken in another country. They will then learn that each place is somewhere in the United States and the teacher guide them through a lesson that covers how immigrants brought foods to America, which influenced stores, markets, and restaurants.

1. Tell students they are going to be history detectives today. Break students into 5 groups and give each group a primary source photograph and a Snapshot graphic organizer to fill out based on the photograph.
2. Get the class' attention and go over the powerpoint presentation with students so they can compare and contrast their guesses with the actual location of each photograph. See script below for going through the powerpoint with the class.

Slide 2	Ask the group who had the photograph in slide 2 to share their thoughts from their worksheet.
Slide 3	Read the information on slide three and ask if students are surprised. Why or why not?
Slide 4	Ask the group who had the photograph in slide 4 to share their thoughts from their worksheet.
Slide 5	Read the information on slide five and ask if students are surprised. Why or why not?
Slide 6	Ask the group who had the photograph in slide 6 to share their thoughts from their worksheet.
Slide 7	Read the information on slide seven and ask if students are surprised. Why or why not?
Slide 8	Ask the group who had the photograph in slide 8 to share their thoughts from their worksheet.
Slide 9	Read the information on slide nine and ask if students are surprised. Why or why not?
Slide 10	Ask the group who had the photograph in slide 10 to share their thoughts from their worksheet.

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Slide 11	Read the information on slide eleven and ask if students are surprised. Why or why not? Ask how did these places come to be in America? Remind students that these are all markets or restaurants in America. Why do these places exist? Why would Chinese, Mexican, French, Italian, (etc.) markets and restaurants be in America? Do we still have places like this? (Multicultural sections of grocery stores, Chinese/Mexican/Italian restaurants, etc. Why do we eat this kind of food? How did this food come to be in America?
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3. To show students how foods from other countries came to the United States with immigrants, students will now listen to a story about how one of their favorite foods came to America. Read *How Pizza Came to Queens* by Dayal Kaur Khalsa. Stop throughout to ask discussion questions provided below. Use the think-pair-share strategy so all students have an opportunity to answer each question.

Discussion Questions:

Page 1	Do you think there was ever a time when pizza wasn't a food eaten in America? Why do you think that?
Page 3	How is Mrs. Pellegrino feeling when she goes into the kitchen? Why might she be feeling this way?
Page 5	Why are the girls surprised when Mrs. Pellegrino says, "pizza?"
Page 9	Why is Mrs. Pellegrino still upset?
Page 11	Why do you think Mrs. Pellegrino cheers up when she's cooking tomato sauce?
Page 14	How do the girls feel about pizza when they looked it up at the library?
Page 18	How does everyone like the pizza? Does this surprise you?
Page 19	What happens to pizza when Mrs. Pellegrino returns to Italy?
	Can you imagine a world without pizza? What other foods have immigrants introduced to the United States? What would our world be like without them? Why do you think immigrants brought recipes from their home country when they came to America?

Closure

Students should think about their discussion in today's lesson and yesterday's lesson to complete a writing prompt.