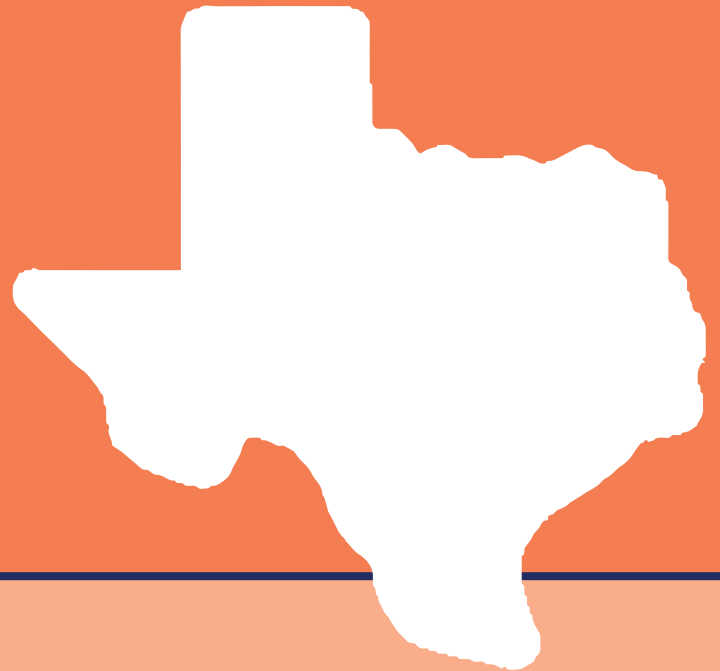




**Bluebonnet
Learning**
K-5 Reading Language Arts

ENGLISH

LAND OF OPPORTUNITY



GRADE 2 UNIT 9 | ACTIVITY BOOK

EDITION 1

Grade 2

Unit 9

Land of Opportunity

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email
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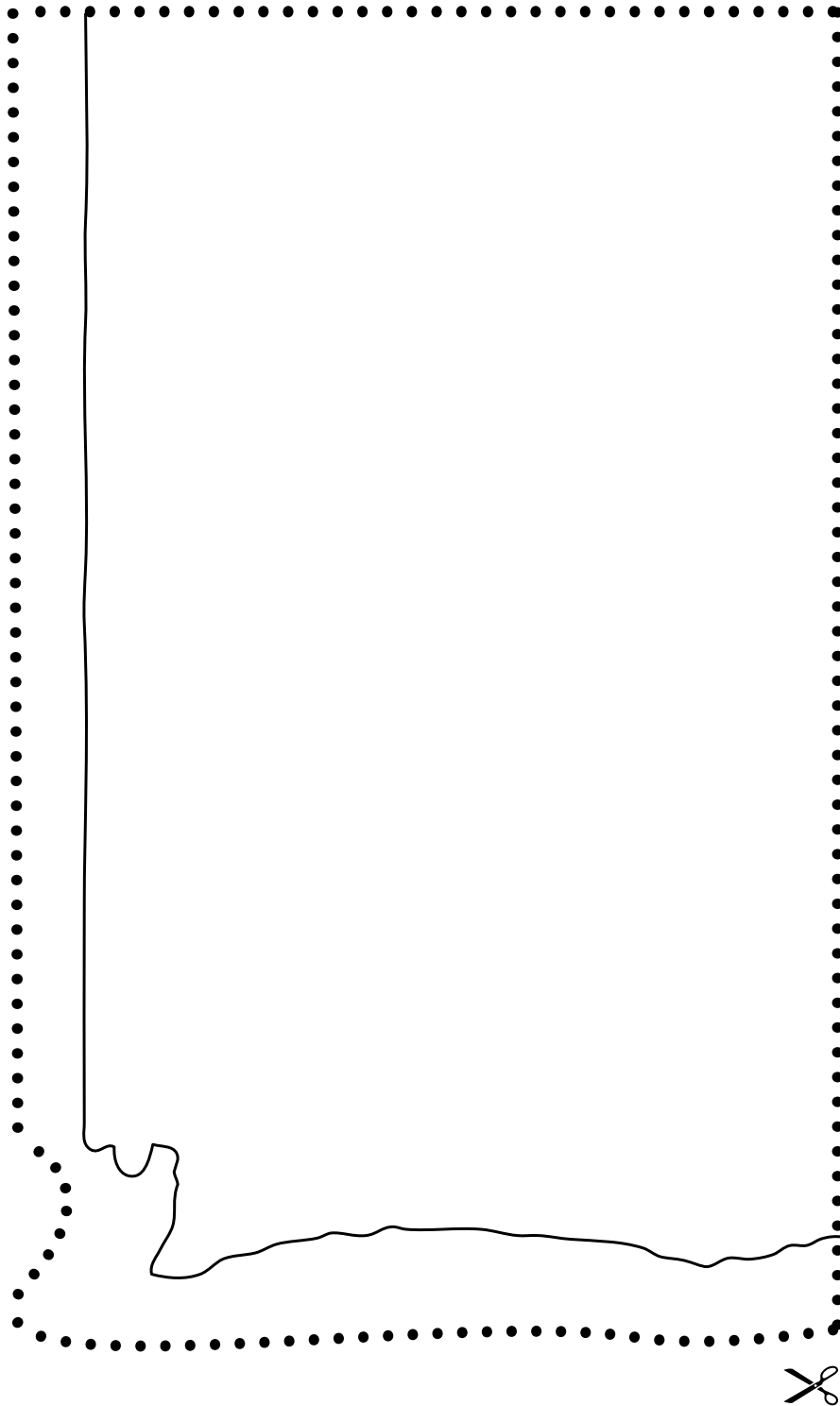
NAME: _____

DATE: _____

1.1

Activity Page

Directions: Write a few sentences, sharing facts learned about immigration.



NAME: _____

DATE: _____

1.2

Take-Home

Dear Family Member,

During the next several days, your student will begin learning about some of the pivotal years in U.S. immigration history, the mid-1800s to the early 1900s. They will learn about a few of the groups that immigrated to America during that time, some of the reasons why people immigrate to other countries, and why people immigrate to the United States in particular. They will also learn about the national motto, *e pluribus unum* (out of many, one), why many immigrants chose to settle in cities, and what life was like for those immigrants.

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about U.S. immigration in the late nineteenth century.

1. Statue of Liberty

Talk with your student about this famous statue. Discuss the history of the Statue of Liberty and any personal experiences you have with it. You may also wish to have your student draw and/or write about the Statue of Liberty. Ask questions to encourage your student to use the vocabulary learned at school as they draw or write.

2. Song: “This Land Is Your Land”

Listen to the song “This Land Is Your Land” with your student. Discuss what this song means and how it can relate to immigration.

3. Read Aloud Each Day

It is very important that you read with your student every day. Set aside time to read to your student and listen to your student read to you.

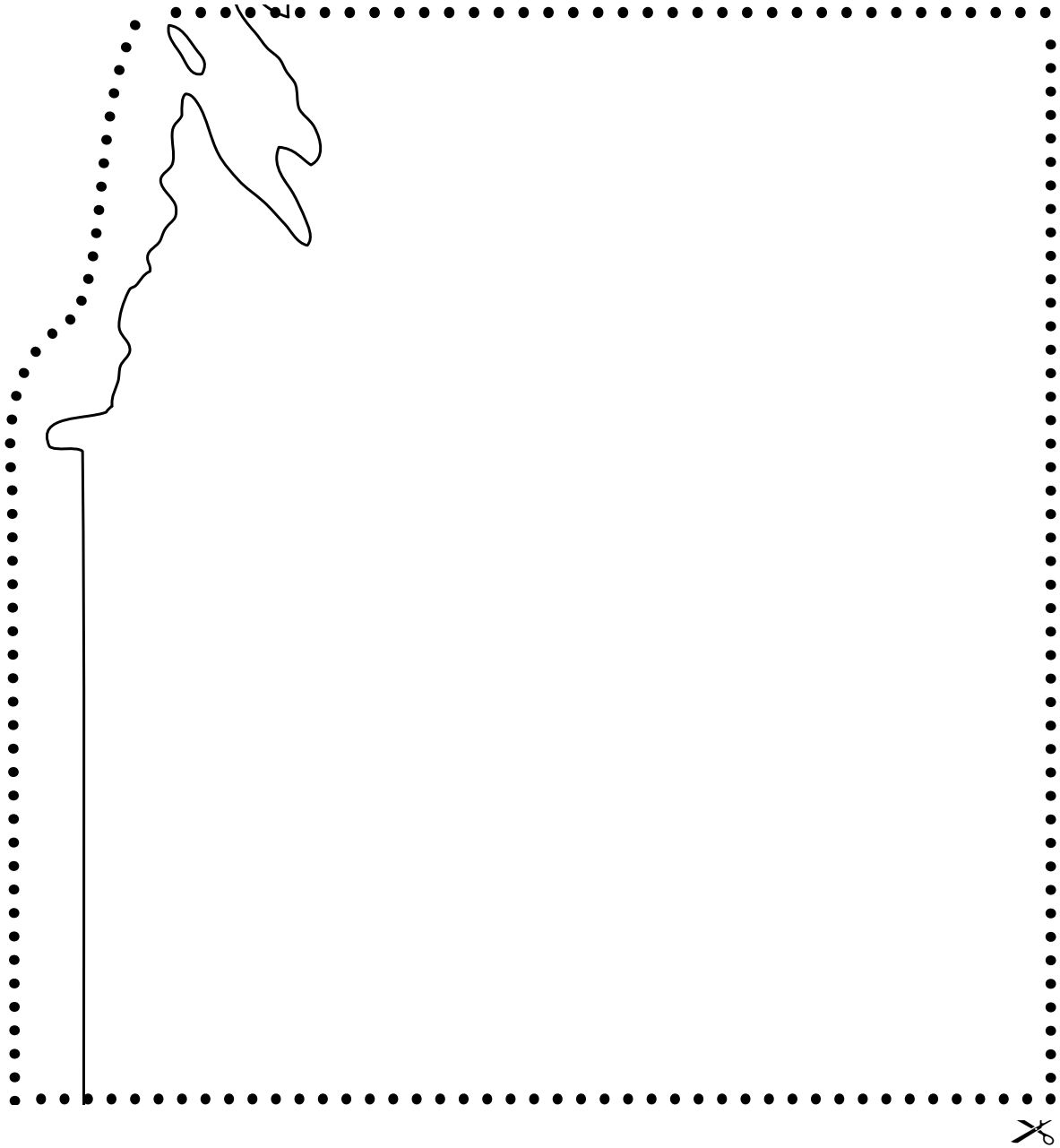
NAME: _____

DATE: _____

2.1

Activity Page

Directions: Write a few sentences describing the story of Charles Steinmetz's immigration to the United States.



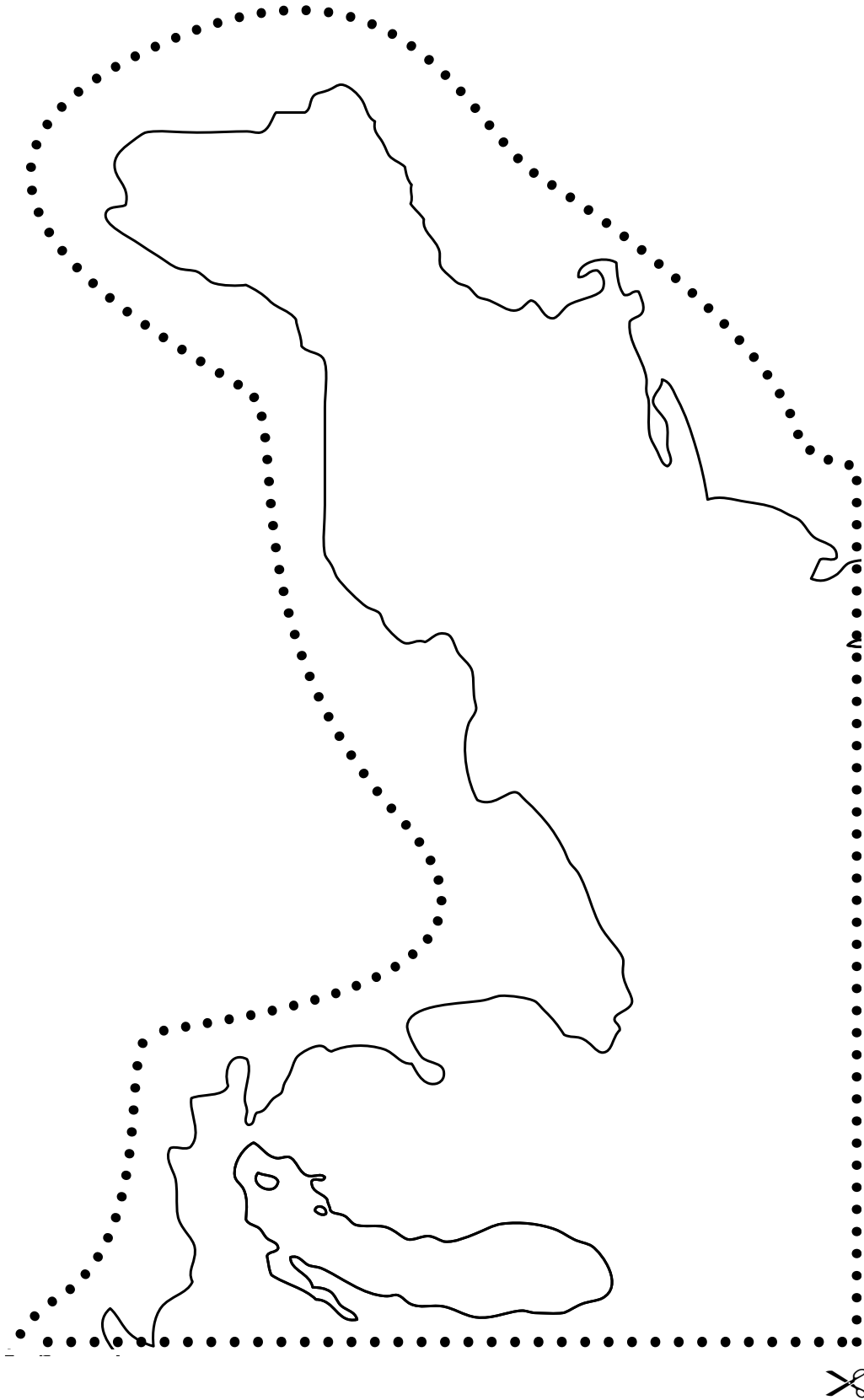
NAME: _____

DATE: _____

3.1

Activity Page

Direction: Write a few sentences describing life for immigrants in United States cities.



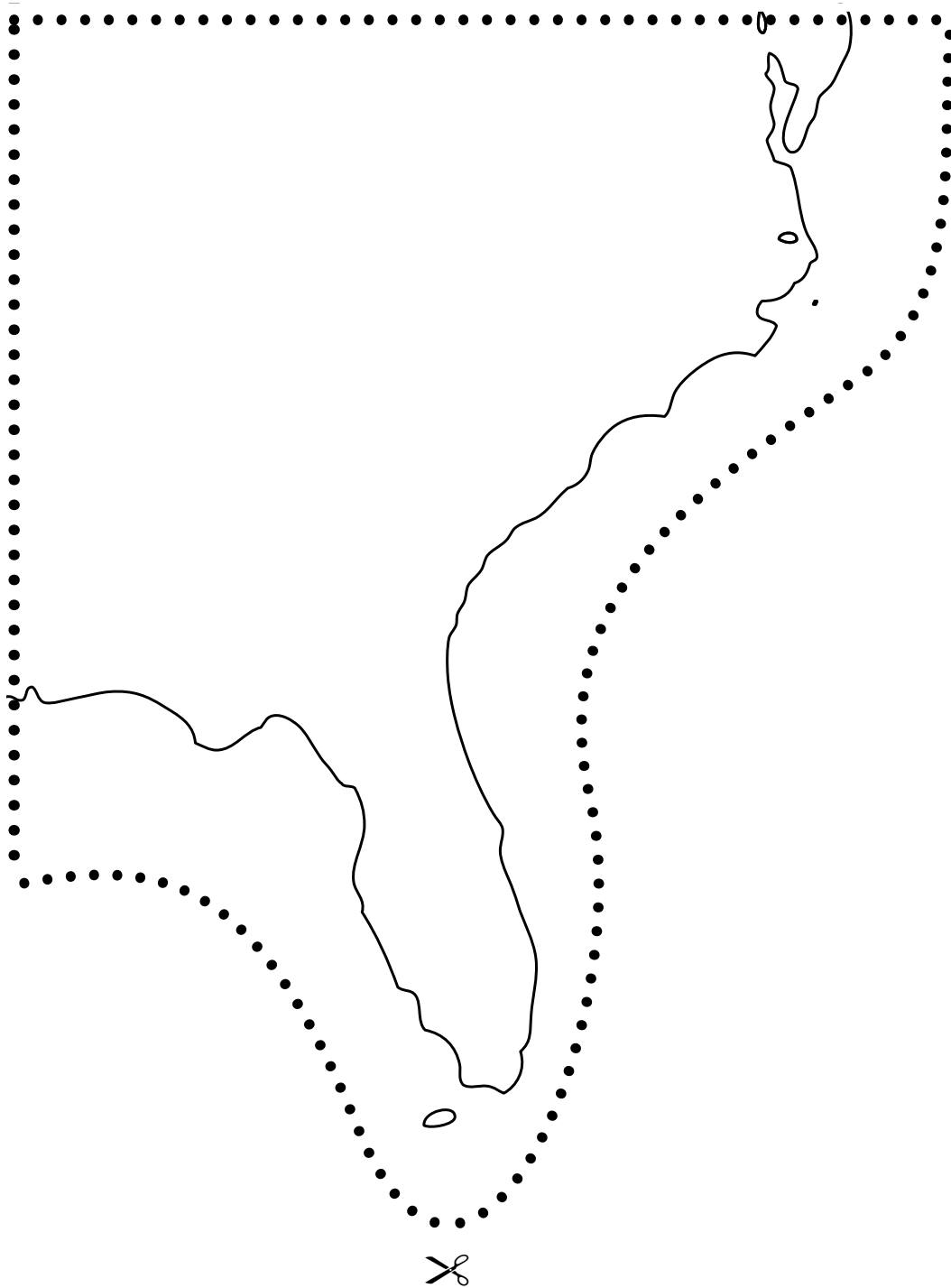
NAME: _____

DATE: _____

4.1

Activity Page

Directions: Write a few sentences describing life for Irish immigrants.



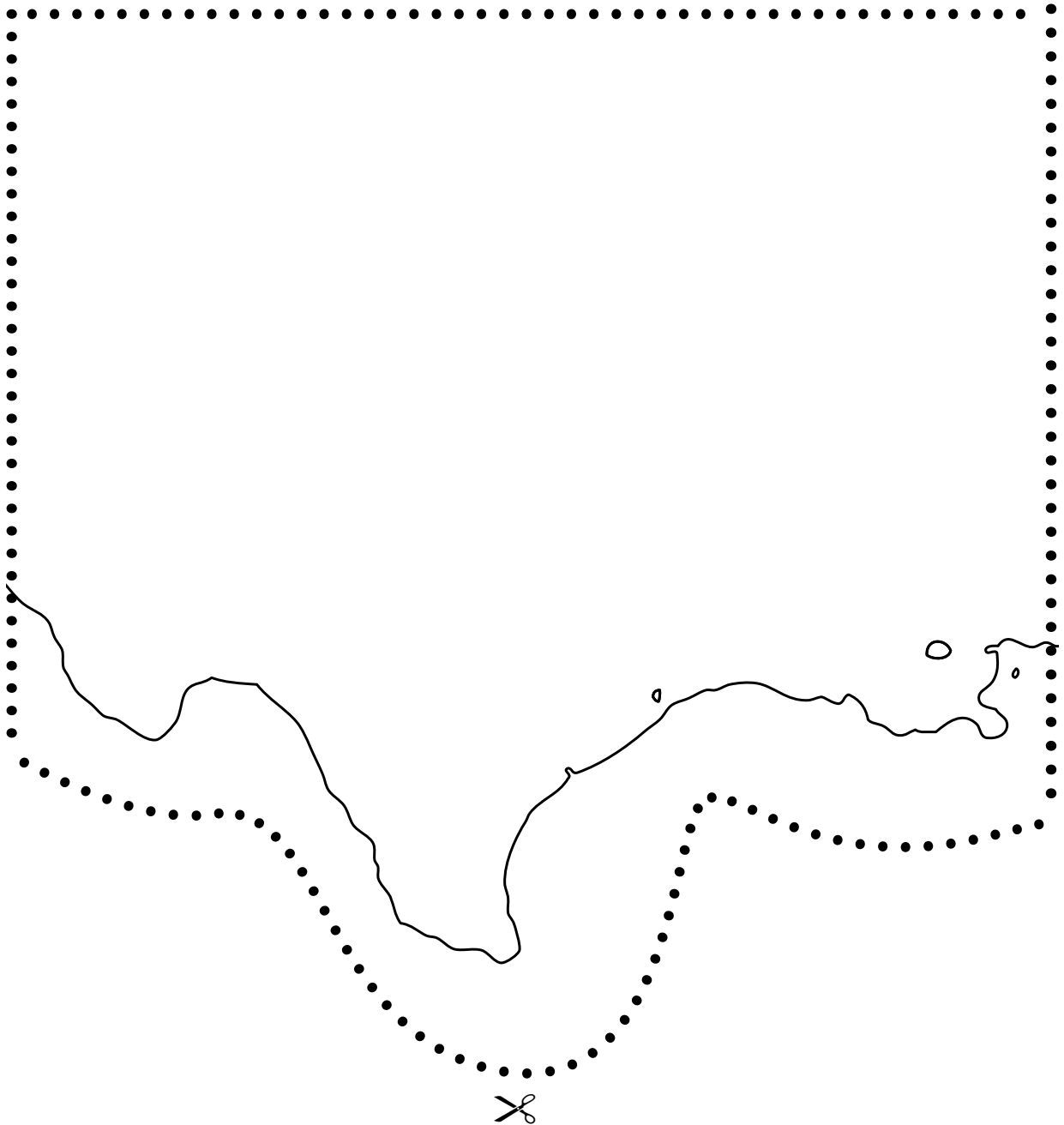
NAME: _____

DATE: _____

5.1

Activity Page

Directions: Write a few sentences describing Chinese immigration.



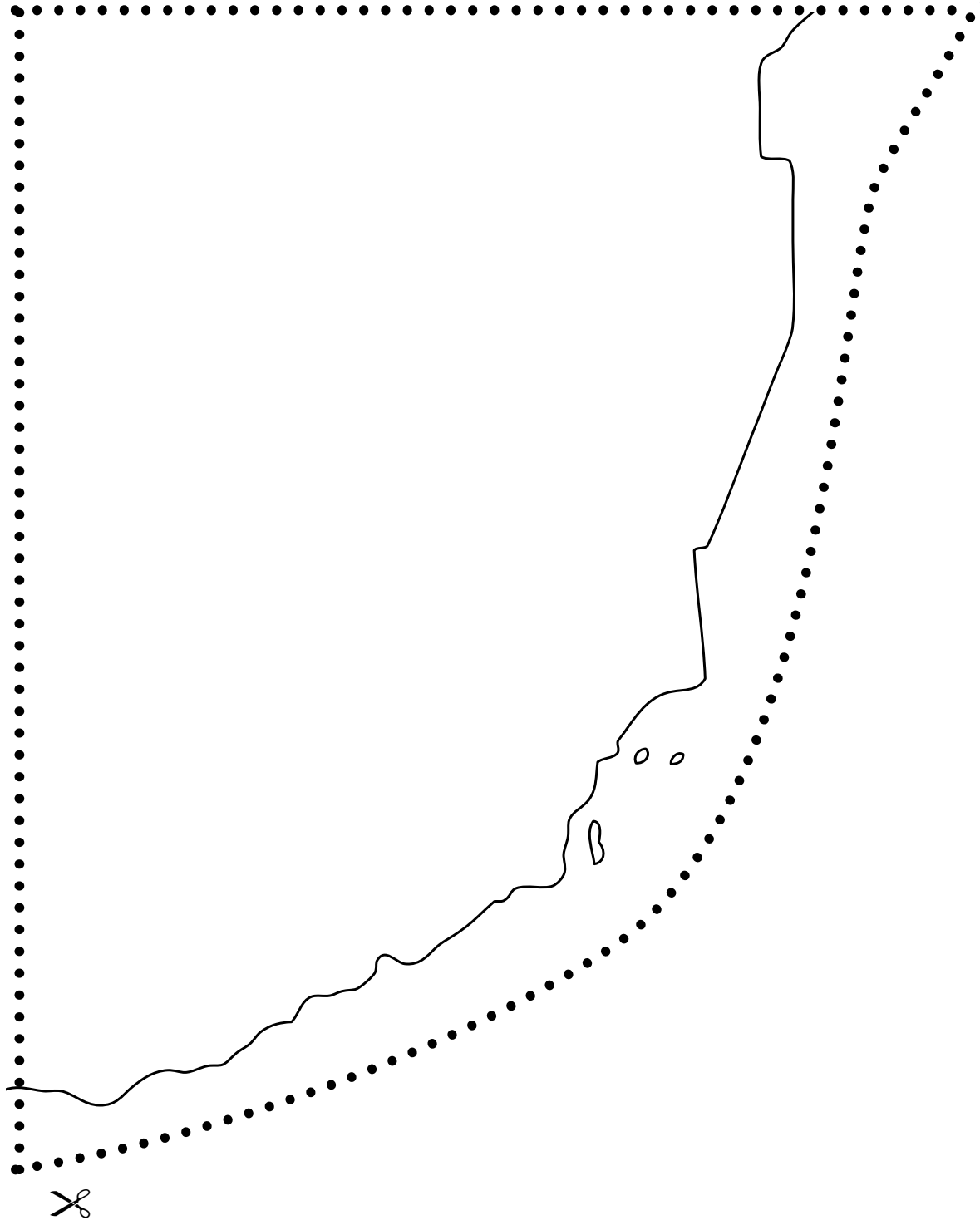
NAME: _____

DATE: _____

6.1

Activity Page

Directions: Write a few sentences describing Northern European immigration to the American Midwest.



NAME: _____

DATE: _____

PP.1

Assessment

Directions: Cut out the factor strips on this page. As your teacher reads each strip, decide whether the factor shown on the strip is a push factor or a pull factor. Place each factor strip in the correct place on the chart. Glue or tape the factor strip in place.

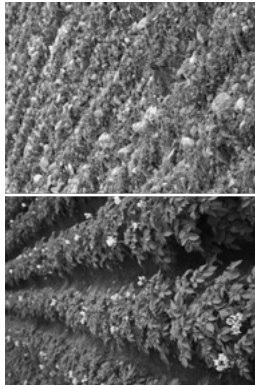
Marie's parents and others found jobs in America.



Lars and Karin could own land in America so they could farm.



People were hungry due to the potato blight in Ireland.



Charles Steinmetz was afraid to speak about his ideas in Germany.



The Pilgrims were not free to practice their religion in their own way in England.



Chinese immigrants hoped for gold and wealth in America.



NAME: _____

DATE: _____

PP.2

Assessment

Push Factors

Directions: Cut out the factor strips on Activity Page PP.1. As your teacher reads each strip, decide whether the factor shown on the strip is a push factor or a pull factor. Place each factor strip in the correct place on the chart. Glue or tape the factor strip in place.

NAME: _____

DATE: _____

PP.3

Assessment

Directions: Cut out the factor strips on Activity Page PP.1. As your teacher reads each strip, decide whether the factor shown on the strip is a push factor or a pull factor. Place each factor strip in the correct place on the chart. Glue or tape the factor strip in place.

Pull Factors

NAME: _____

DATE: _____

PP.4

Assessment

Directions: Write these labels in the correct place on the map. Note: Three are names for big areas of land. Two are names for specific places.

East Coast	Angel Island	Midwest
Ellis Island		West Coast



NAME: _____

DATE: _____

Directions: Think about what you have heard in the Read-Aloud, and then fill in the chart using words or sentences.

<i>Somebody</i>	
<i>Wanted</i>	
<i>But</i>	
<i>So</i>	
<i>Then</i>	

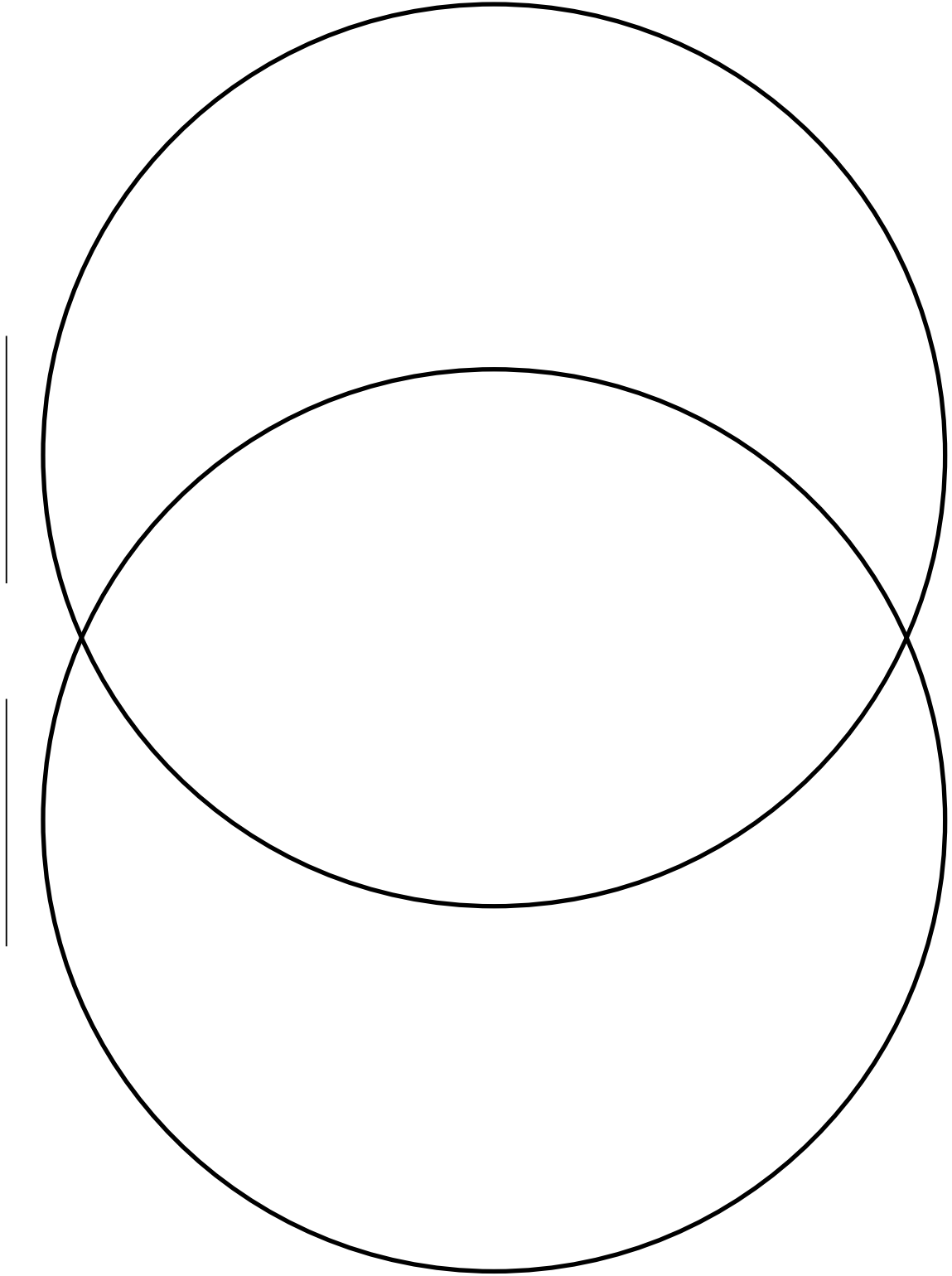
NAME: _____

DATE: _____

PP.6

Activity Page

Directions: On the line over each circle, write the name of each of the two things being compared and contrasted. Write how the two things you are comparing are alike in the overlapping part of the Venn diagram. Write how the two things you are contrasting are different in the non-overlapping part of each circle.



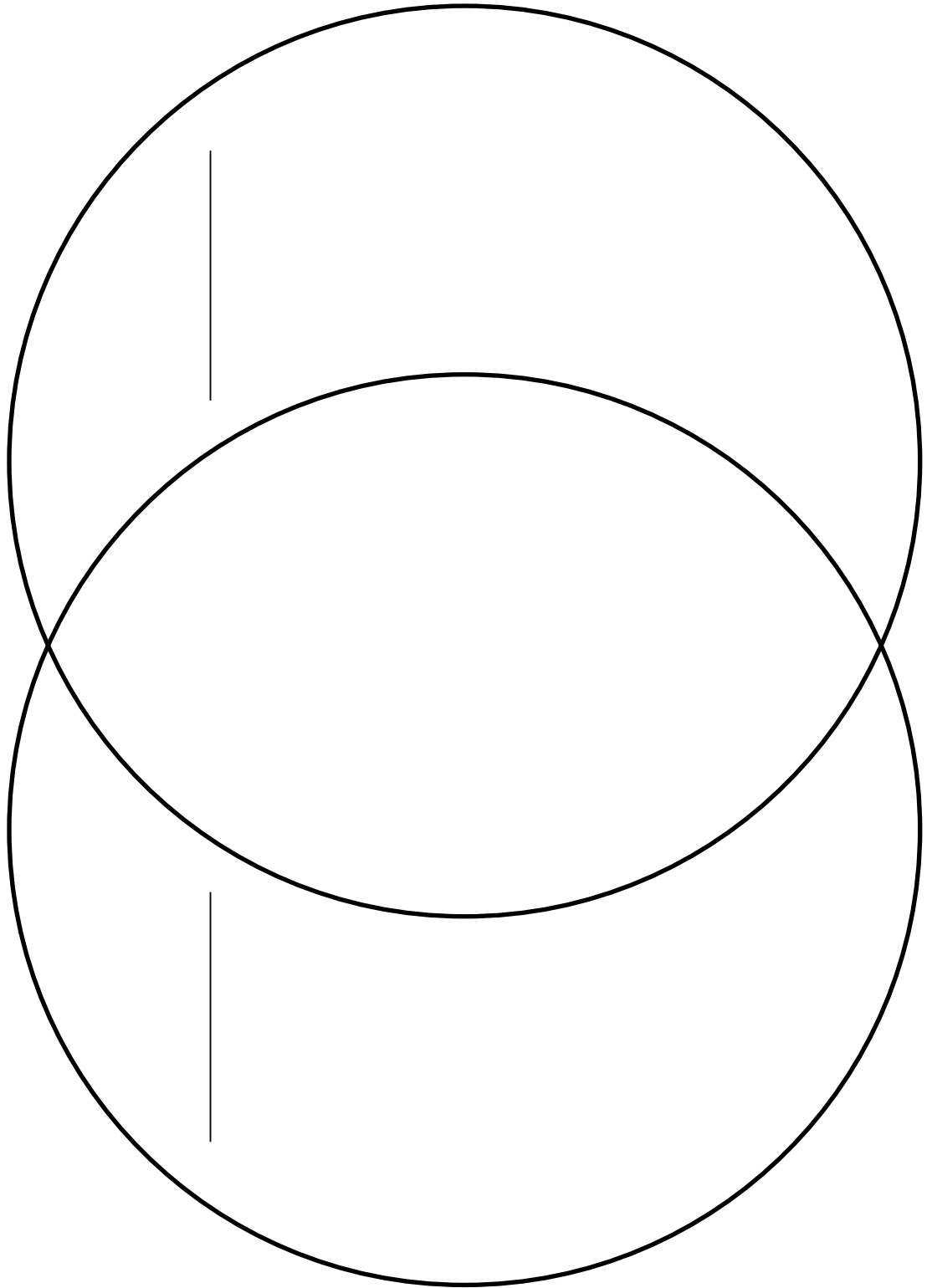
NAME: _____

DATE: _____

7.1

Activity Page

Compare and Contrast: Venn Diagram



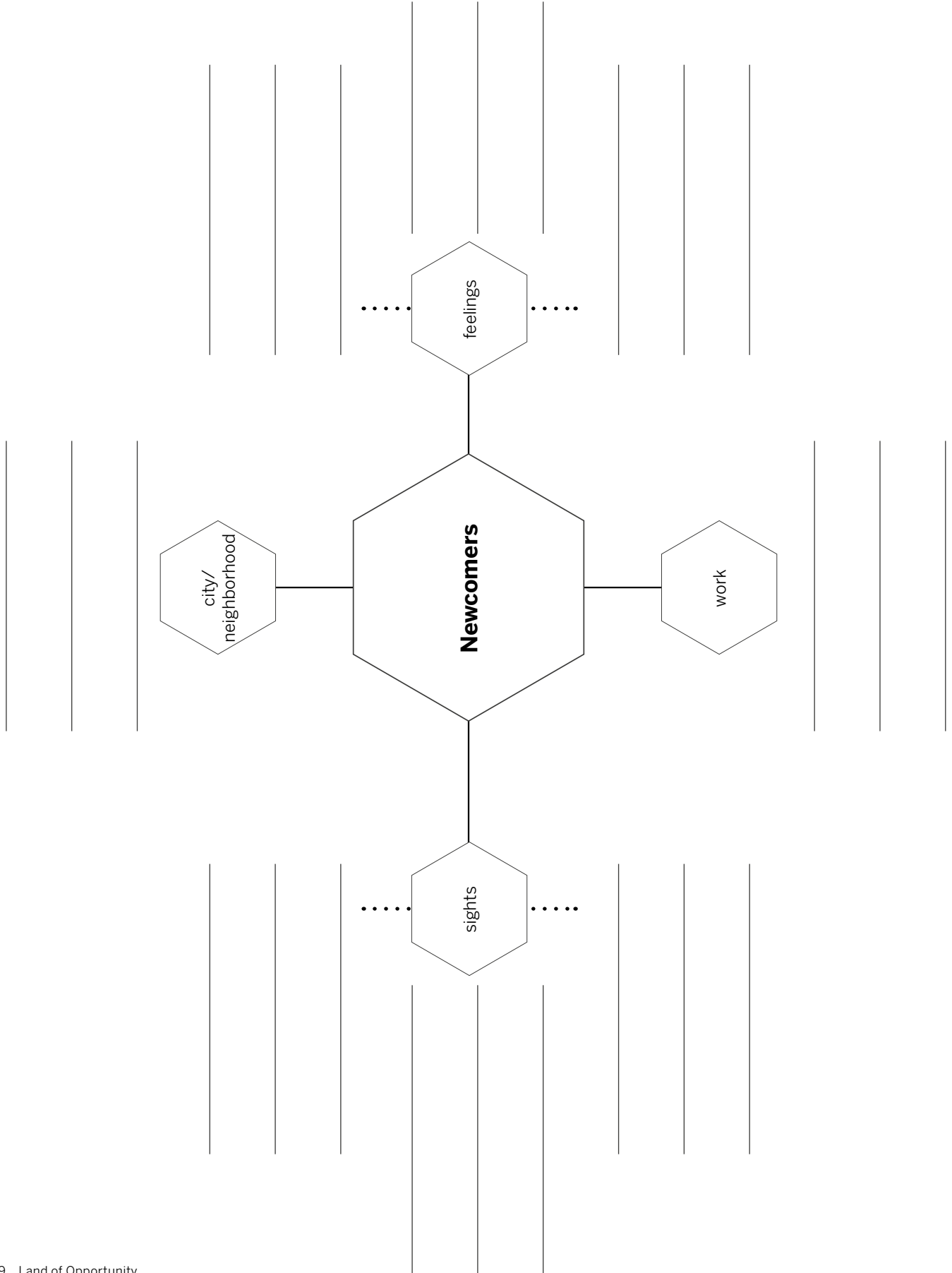
NAME: _____

DATE: _____

8.1

Activity Page

Directions: Listen to the questions posed by the teacher to brainstorm what life might be like as an immigrant in a U.S. city.



NAME: _____

DATE: _____

9.1

Activity Page

Month

Day

Year

1. Date

_____, _____, _____

2. Salutation

Dear _____,

3. Body

4. Closing

Your Friend,

5. Signature

Directions: Pretend you are an immigrant in the United States. Write a friendly letter to your friends and/or family in your homeland. Remember to include the five parts of a friendly letter.

NAME: _____

DATE: _____

9.2

Take-Home

Dear Family Member,

Today your student learned how an immigrant can become a naturalized citizen. This Read-Aloud is the first of three Read-Alouds that discuss citizenship in the United States and what it means to be a citizen. They will learn some basic facts about the Constitution and the Bill of Rights, some basic functions of the government, and about the “Father of the Constitution,” James Madison. They will also learn about the rights the Constitution gives U.S. citizens and the responsibilities that come with those rights. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about U.S. citizenship.

1. The Constitution and the Bill of Rights

Have your student share with you what they have learned about the Constitution, the highest law of the United States, and the Bill of Rights. Have your student tell you why these documents are so important to the United States. You may wish to discuss with your student what the United States might be like if these documents did not exist.

2. James Madison

Talk with your student about this important historical figure. Ask your student what role Madison had in creating the Constitution and the Bill of Rights. Have your student share what other roles James Madison played in the U.S. government.

3. Song: “The Star-Spangled Banner”

Listen to the song “The Star-Spangled Banner” with your student. Discuss why this song is the national anthem of the United States. Together, share what you both know about the meaning and history of this song. You may also want to share with your student any memorable experiences you have had singing or listening to “The Star-Spangled Banner.”

4. Words to Use

Below is a list of some of the words that your student will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- *responsibilities*—Responsibilities are things a person is in charge of doing and depended on to carry out.
- *amendments*—Americans have added amendments, or additions, to the Constitution.
- *consent*—In return for the power to change the government, the people agree to live according to the laws. This is called “the consent of the governed.”

5. Read Aloud Each Day

It is very important that you read with your student every day. Set aside time to read to your student and listen to your student read to you.

Be sure to let your student know how much you enjoy hearing what they have learned at school.

NAME: _____

DATE: _____

UR.1

Activity Page

Journeys to America: Land of Opportunity Fill-In

immigrants	opportunity	Angel Island
Ellis Island		Statue of Liberty

1. Many people in foreign lands see the United States as the “land of _____.”
2. People who come to the United States from other countries are called _____.
3. People coming from Asia arrived at _____.
4. People coming from Europe arrived at _____.
5. To many immigrants, the most welcoming symbol of freedom standing in New York Harbor was the _____.

Directions: Use the words in the box to complete the sentences.

NAME: _____

UA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



Directions: Listen to your teacher's instructions.

10.  

11.  

12.  

13.  

14.  

NAME: _____

UA.2

Assessment

DATE: _____

Directions: Your teacher is going to ask several questions. After each question, look at the pictures in the row and circle the picture that shows the right answer.

1.



2.



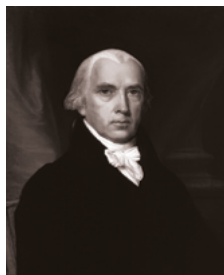
3.



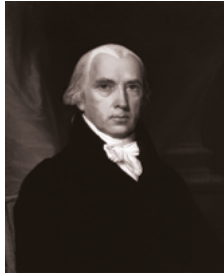
4.



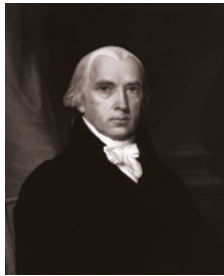
5.



6.



7.



8.



9.



10.



NAME: _____

DATE: _____

UA.3

Assessment

1. What is an immigrant?

2. Why do some people leave their home countries and immigrate to another country?

3. Why did many immigrants settle in large cities?

Directions: Listen to your teacher's instructions.

4. What does it mean to be a citizen of the United States of America?

5. Name one right and one responsibility held by U.S. citizens.

NAME: _____

DATE: _____

CA.1

Activity Page

We the People

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

peace

create

united

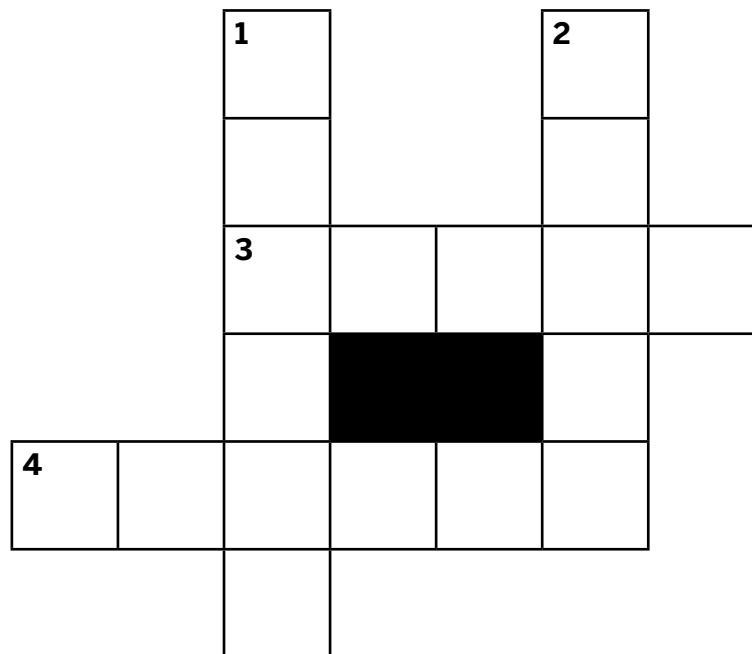
ideal

Down

1. an antonym for **divided**
2. a synonym for **tranquility**

Across

3. a synonym for **perfect**
4. a synonym for **to form**



Directions: Read and discuss the Preamble with your teacher. Then, match each puzzle clue to a word in the box. Write the matching word in the puzzle.

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**Bluebonnet
Learning**
K-5 Reading Language Arts

ENGLISH

LAND OF OPPORTUNITY
GRADE 2 UNIT 9 | ACTIVITY BOOK

EDITION 1

