

LITERATURE & THOUGHT

# FROM THERE TO HERE

## The Immigrant Experience



TEACHER GUIDE

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# Literature & Thought

## From There to Here: The Immigrant Experience

<b>English Language Arts Standards Reading » Literature » Grades 11–12 (RL)</b>	
<b>Key Ideas and Details</b>	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<b>SB:</b> pp. 32, 62 <b>TG:</b> pp. 15–16, 18, 21, 23, 24–25, 27–28, 31, 32, 33, 34–35, 40, 42, 43, 51, 52, 54, 55, 67, 73 <b>IWL:</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 5.3, 5.4
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	<b>SB:</b> pp. 32, 122 <b>TG:</b> pp. 21, 24–25, 33, 42, 51, 54, 55, 56–57, 67 <b>IWL:</b> 1.3, 1.4, 4.3, 4.4
3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	<b>SB:</b> p. 62 <b>TG:</b> pp. 21, 31, 32, 33, 34–35, 40, 42, 43, 51, 54 <b>IWL:</b> 2.3, 2.4
<b>Craft and Structure</b>	
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	<b>TG:</b> pp. 17, 18, 23, 26, 29, 31, 32, 33, 36, 39, 40, 42, 46, 49, 55, 58, 62, 69
5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	<b>TG:</b> p. 42
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	<b>TG:</b> pp. 32, 33, 43, 51
<b>Integration of Knowledge and Ideas</b>	
7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	
8. (Not applicable to literature)	(Not applicable to literature)
9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	
<b>Range of Reading and Level of Text Complexity</b>	
10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>SB:</b> The anthology includes texts of varying levels of complexity. <b>TG:</b> Suggestions for additional readings on page 78 include selections that are challenging, average, and easy.

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<b>English Language Arts Standards Reading » Informational Text » Grades 11–12 (RI)</b>	
<b>Key Ideas and Details</b>	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<b>SB:</b> pp. 9–12, 32, 86 <b>TG:</b> pp. 19, 20, 24–25, 27–28, 30, 41, 44–45, 53, 63, 73 <b>IWL:</b> 1.3, 1.4, 2.1, 2.2, 3.3, 3.4, 5.3, 5.4
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	<b>SB:</b> pp. 9–12, 32 <b>TG:</b> pp. 19, 24–25, 30, 41, 66 <b>IWL:</b> 1.3, 1.4
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	<b>TG:</b> pp. 20, 53, 66
<b>Craft and Structure</b>	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	<b>SB:</b> pp. 9–12 <b>TG:</b> pp. 17, 19, 20, 26, 29, 36, 39, 46, 49, 58, 62, 64, 68, 69
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	
6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	<b>TG:</b> p. 19
<b>Integration of Knowledge and Ideas</b>	
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	<b>TG:</b> p. 41
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	<b>TG:</b> pp. 47–48, 59–61 <b>IWL:</b> 4.1, 4.2, 5.1, 5.2
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	<b>TG:</b> pp. 15–16 <b>IWL:</b> 1.1, 1.2
<b>Range of Reading and Level of Text Complexity</b>	
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>SB:</b> The anthology includes texts of varying levels of complexity. <b>TG:</b> Suggestions for additional readings on page 78 include selections that are challenging, average, and easy.

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### English Language Arts Standards » Writing » Grades 11–12 (W)

#### Text Types and Purposes

<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<p><b>TG:</b> pp. 51, 71–72, 74</p>
<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>	<p><b>SB:</b> p. 32  <b>TG:</b> pp. 15–16, 24–25, 59–61, 70, 71–72  <b>IWL:</b> 1.1, 1.2, 1.3, 1.4, 5.1, 5.2</p>

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English Language Arts Standards » Writing » Grades 11–12 (W)	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><b>SB:</b> p. 86  <b>TG:</b> pp. 21, 23, 30, 42, 44–45, 71–72  <b>IWL:</b> 3.3, 3.4</p>
Production and Distribution of Writing	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>TG:</b> pp. 70, 71–72, 74, 75–77</p>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><b>TG:</b> pp. 70, 71–72, 75–77</p>
<p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p><b>TG:</b> pp. 71–72</p>
Research to Build and Present Knowledge	
<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b>SB:</b> pp. 9–12  <b>TG:</b> pp. 15–16, 70, 71–72, 75–77  <b>IWL:</b> 1.1, 1.2</p>
<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p><b>TG:</b> pp. 70, 71–72, 75–77</p>

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### English Language Arts Standards » Writing » Grades 11–12 (W)

<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	<p><b>SB:</b> p. 86 <b>TG:</b> pp. 44–45, 70, 71–72, 74, 75–77 <b>IWL:</b> 3.3, 3.4</p>
<b>Range of Writing</b>	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>TG:</b> pp. 70, 71–72, 74</p>

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English Language Arts Standards » Speaking and Listening » Grades 11–12 (SL)	
Comprehension and Collaboration	
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p><b>SB:</b> pp. 9–12, 32  <b>TG:</b> pp. 24–25, 31, 33, 40, 52, 70, 71–72, 73  <b>IWL:</b> 1.3, 1.4, 5.3, 5.4</p>
<p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p><b>SB:</b> pp. 9–12  <b>TG:</b> pp. 20, 68, 70, 71–72, 73  <b>IWL:</b> 5.3, 5.4</p>
<p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p><b>TG:</b> pp. 19, 22, 40, 65, 68, 70, 71–72</p>
Presentation of Knowledge and Ideas	
<p>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p><b>SB:</b> pp. 9–12  <b>TG:</b> pp. 20, 31, 40, 51, 65, 68, 70, 71–72, 75–77</p>
<p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p><b>TG:</b> pp. 71–72, 75–77</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>	<p><b>TG:</b> pp. 19, 33, 71–72, 75–77</p>

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History/Social Studies Standards » Reading » Grades 11–12 (RH)	
Key Ideas and Details	
1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	<b>SB:</b> pp. 9–12, 32, 86 <b>TG:</b> pp. 15–16, 19, 20, 21, 22, 23, 24–25, 27–28, 30, 31, 32, 33, 40, 41, 44–45, 50, 52, 64, 65, 66, 68, 73 <b>IWL:</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.3, 3.4, 5.3, 5.4
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	<b>SB:</b> pp. 32, 86 <b>TG:</b> pp. 19, 23, 24–25, 30, 44–45, 66 <b>IWL:</b> 1.3, 1.4, 3.3, 3.4
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	<b>TG:</b> pp. 22, 30, 41, 47–48, 50, 59–61 <b>IWL:</b> 4.1, 4.2, 5.1, 5.2
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	<b>SB:</b> pp. 9–12 <b>TG:</b> pp. 17, 26, 29, 31, 36, 39, 46, 49, 58, 62, 65, 69
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	<b>SB:</b> p. 86 <b>TG:</b> pp. 22, 32, 44–45 <b>IWL:</b> 3.3, 3.4
Integration of Knowledge and Ideas	
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	<b>TG:</b> pp. 43, 59–61, 66 <b>IWL:</b> 5.1, 5.2
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	<b>SB:</b> pp. 32, 122 <b>TG:</b> pp. 21, 24–25, 32, 43, 56–57 <b>IWL:</b> 1.3, 1.4, 4.3, 4.4
Range of Reading and Level of Text Complexity	
10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	<b>SB:</b> The anthology includes texts of varying levels of complexity. <b>TG:</b> Suggestions for additional readings on page 78 include selections that are challenging, average, and easy.

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## From There to Here: The Immigrant Experience

History/Social Studies Standards » Writing » Grades 11–12 (WHST)	
Text Types and Purposes	
<p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p><b>TG:</b> pp. 66, 71–72, 74</p>
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p><b>SB:</b> p. 32</p> <p><b>TG:</b> pp. 24–25, 59–61, 70, 71–72</p> <p><b>IWL:</b> 1.3, 1.4, 5.1, 5.2</p>
<p>3. (Not applicable as a separate requirement.)</p>	<p>(Not applicable as a separate requirement.)</p>
Production and Distribution of Writing	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>TG:</b> pp. 70, 71–72, 74, 75–77</p>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><b>TG:</b> pp. 70, 71–72, 75–77</p>
<p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p><b>TG:</b> pp. 71–72</p>

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<b>History/Social Studies Standards » Writing » Grades 11–12 (WHST)</b>	
<b>Research to Build and Present Knowledge</b>	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<b>SB:</b> pp. 9–12 <b>TG:</b> pp. 70, 71–72, 75–77
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	<b>TG:</b> pp. 70, 71–72, 75–77
9. Draw evidence from informational texts to support analysis, reflection, and research.	<b>SB:</b> pp. 9–12 <b>TG:</b> pp. 70, 71–72, 74, 75–77
<b>Range of Writing</b>	
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>TG:</b> pp. 70, 71–72, 74

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### All Standards Correlated by Selection: Grades 11–12

Content	Pages	RL <i>ELA Reading Literature</i>	RI <i>ELA Reading Informational Text</i>	W <i>ELA Writing</i>	SL <i>ELA Speaking and Listening</i>	RH <i>HSS Reading</i>	WHST <i>HSS Writing</i>
Concept Vocabulary	SB: p. 12	RL.11–12.4	RI.11–12.4			RH.11–12.4	
<b>Cluster One: Who Were the Immigrants and Why Did They Come?</b>							
Teaching the Critical Thinking Skill: Investigating	TG: pp. 15–16 IWL: 1.1, 1.2	RL.11–12.1	RI.11–12.9	W.11–12.2 W.11–12.7		RH.11–12.1	
Cluster One Vocabulary	TG: p. 17	RL.11–12.4	RI.11–12.4			RH.11–12.4	
The New Colossus, Emma Lazarus	TG: p. 18	RL.11–12.1 RL.11–12.4					
General Considerations for the Plantation in New England, John Winthrop et al.	TG: p. 19		RI.11–12.1 RI.11–12.2 RI.11–12.4 RI.11–12.6		SL.11–12.3 SL.11–12.6	RH.11–12.1 RH.11–12.2	
A Slave Narrative, Gustavus Vassa	TG: p. 20		RI.11–12.1 RI.11–12.3 RI.11–12.4		SL.11–12.2 SL.11–12.4	RH.11–12.1	
Old Skibbereen, Anonymous	TG: p. 21	RL.11–12.1 RL.11–12.2 RL.11–12.3		W.11–12.3		RH.11–12.1 RH.11–12.9	
Gold Mountain Poems, Anonymous	TG: p. 22				SL.11–12.3	RH.11–12.1 RH.11–12.3 RH.11–12.6	
The Pogroms Were All Around Us, Shmuel Goldman with Milton Meltzer	TG: p. 23	RL.11–12.1 RL.11–12.4		W.11–12.3		RH.11–12.1 RH.11–12.2	
Responding to Cluster One Writing Activity: Investigative Interview	SB: p. 32 TG: pp. 24–25 IWL: 1.3, 1.4	RL.11–12.1 RL.11–12.2	RI.11–12.1 RI.11–12.2	W.11–12.2	SL.11–12.1	RH.11–12.1 RH.11–12.2 RH.11–12.9	WHST.11–12.2
Cluster One Vocabulary Test	TG: p. 26	RL.11–12.4	RI.11–12.4			RH.11–12.4	

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All Standards Correlated by Selection: Grades 11–12							
Content	Pages	RL ELA Reading Literature	RI ELA Reading Informational Text	W ELA Writing	SL ELA Speaking and Listening	RH HSS Reading	WHST HSS Writing
<b>Cluster Two: What First Experiences Did Immigrants Have?</b>							
Teaching the Critical Thinking Skill: Analyzing	TG: pp. 27–28 IWL: 2.1, 2.2	RL.11–12.1	RI.11–12.1			RH.11–12.1	
Cluster Two Vocabulary	TG: p. 29	RL.11–12.4	RI.11–12.4			RH.11–12.4	
Immigrant Kids, Russell Freedman <i>CCSS Exemplar Author</i>	TG: p. 30		RI.11–12.1 RI.11–12.2	W.11–12.3		RH.11–12.1 RH.11–12.2 RH.11–12.3	
Going to America, Nicholas Gage	TG: p. 31	RL.11–12.1 RL.11–12.3 RL.11–12.4			SL.11–12.1 SL.11–12.4	RH.11–12.1 RH.11–12.4	
The Hardships of a Greenhorn, Michael Pupin	TG: p. 32	RL.11–12.1 RL.11–12.3 RL.11–12.4 RL.11–12.6				RH.11–12.1 RH.11–12.6 RH.11–12.9	
Yes, Your Honesty, George and Helen Waite Papashvily	TG: p. 33	RL.11–12.1 RL.11–12.2 RL.11–12.3 RL.11–12.4 RL.11–12.6			SL.11–12.1 SL.11–12.6	RH.11–12.1	
Responding to Cluster Two Writing Activity: Journal Entry	SB: p. 62 TG: pp. 34–35 IWL: 2.3, 2.4	RL.11–12.1 RL.11–12.3					
Cluster Two Vocabulary Test	TG: p. 36	RL.11–12.4	RI.11–12.4			RH.11–12.4	
<b>Cluster Three: Did Immigrant Expectations Match Reality?</b>							
Teaching the Critical Thinking Skill: Comparing and Contrasting	TG: pp. 37–38 IWL: 3.1, 3.2						
Cluster Three Vocabulary	TG: p. 39	RL.11–12.4	RI.11–12.4			RH.11–12.4	
Bananas, Michael Gold	TG: p. 40	RL.11–12.1 RL.11–12.3 RL.11–12.4			SL.11–12.1 SL.11–12.3 SL.11–12.4	RH.11–12.1	
Beyond the Pale, Ronald Takaki	TG: p. 41		RI.11–12.1 RI.11–12.2 RI.11–12.7			RH.11–12.1 RH.11–12.3	

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### All Standards Correlated by Selection: Grades 11–12

Content	Pages	RL <i>ELA Reading Literature</i>	RI <i>ELA Reading Informational Text</i>	W <i>ELA Writing</i>	SL <i>ELA Speaking and Listening</i>	RH <i>HSS Reading</i>	WHST <i>HSS Writing</i>
<b>Tears of Autumn</b> , Yoshiko Uchida	TG: p. 42	RL.11–12.1 RL.11–12.2 RL.11–12.3 RL.11–12.4 RL.11–12.5		W.11–12.3			
<b>America</b> , Stephen Sondheim	TG: p. 43	RL.11–12.1 RL.11–12.6				RH.11–12.7 RH.11–12.9	
<b>Responding to Cluster Three</b> Writing Activity: Fictional Dialogue	SB: p. 86 TG: pp. 44–45 IWL: 3.3, 3.4		RI.11–12.1	W.11–12.3 W.11–12.9		RH.11–12.1 RH.11–12.2 RH.11–12.6	
<b>Cluster Three Vocabulary Test</b>	TG: p. 46	RL.11–12.4	RI.11–12.4			RH.11–12.4	
<b>Cluster Four: What Is the Immigrant Experience Today?</b>							
<b>Teaching the Critical Thinking Skill: Evaluating</b>	TG: pp. 47–48 IWL: 4.1, 4.2		RI.11–12.8		RH.11–12.3		
<b>Cluster Four Vocabulary</b>	TG: p. 49	RL.11–12.4	RI.11–12.4			RH.11–12.4	
<b>Von</b> , as told to Janet Bode	TG: p. 50					RH.11–12.1 RH.11–12.3	
<b>You Are Only a Boy</b> , Margaret Poynter	TG: p. 51	RL.11–12.1 RL.11–12.2 RL.11–12.3 RL.11–12.6		W.11–12.1	SL.11–12.4		
<b>The Tortilla Curtain</b> , Michael Teague, as told to Al Santoli	TG: p. 52	RL.11–12.1			SL.11–12.1	RH.11–12.1	
<b>Between Two Worlds</b> , Patricia Smith	TG: p. 53		RI.11–12.1 RI.11–12.3				
<b>Tires Stacked in the Hallways of Civilization</b> , Martin Espada	TG: p. 54	RL.11–12.1 RL.11–12.2 RL.11–12.3					
<b>Amir</b> , Paul Fleischman	TG: p. 55	RL.11–12.1 RL.11–12.2 RL.11–12.4					

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Content	Pages	RL ELA Reading Literature	RI ELA Reading Informational Text	W ELA Writing	SL ELA Speaking and Listening	RH HSS Reading	WHST HSS Writing
Responding to Cluster Four Writing Activity: Performance Evaluation	SB: p. 122 TG: pp. 56–57 IWL: 4.3, 4.4	RL.11–12.2				RH.11–12.9	
Cluster Four Vocabulary Test	TG: p. 58	RL.11–12.4	RI.11–12.4			RH.11–12.4	
<b>Cluster Five: Thinking on Your Own</b>							
Teaching the Critical Thinking Skill: Synthesizing	TG: pp. 59–61 IWL: 5.1, 5.2		RI.11–12.8	W.11–12.2		RH.11–12.3 RH.11–12.7	WHST.11–12.2
Cluster Five Vocabulary	TG: p. 62	RL.11–12.4	RI.11–12.4			RH.11–12.4	
The Melting Pot Bubbles in Rego Park, William E. Geist	TG: p. 63		RI.11–12.1				
Looking North, Roberto Suro	TG: p. 64		RI.11–12.4			RH.11–12.1	
Huddled Masses, Michael Satchell	TG: p. 65				SL.11–12.1 SL.11–12.3 SL.11–12.4	RH.11–12.1 RH.11–12.4	
Your Tired, Your Poor, Your Undocumented Foreigners, Charles Osgood	TG: p. 66		RI.11–12.2 RI.11–12.3			RH.11–12.1 RH.11–12.2 RH.11–12.7	WHST.11–12.1
Immigrants, Pat Mora	TG: p. 67	RL.11–12.1 RL.11–12.2					
“My Fellow Citizens . . .” Paul Greenberg	TG: p. 68		RI.11–12.4		SL.11–12.2 SL.11–12.3 SL.11–12.4	RH.11–12.1	
Cluster Five Vocabulary Test	TG: p. 69	RL.11–12.4	RI.11–12.4			RH.11–12.4	
<b>Additional Teacher Guide Resources</b>							
Research, Writing, and Discussion Topics	TG: p. 70			W.11–12.2 W.11–12.4 W.11–12.5 W.11–12.7 W.11–12.8 W.11–12.9 W.11–12.10	SL.11–12.1 SL.11–12.2 SL.11–12.3 SL.11–12.4		WHST.11–12.2 WHST.11–12.4 WHST.11–12.5 WHST.11–12.7 WHST.11–12.8 WHST.11–12.9 WHST.11–12.10

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<b>Content</b>	<b>Pages</b>	<b>RL ELA Reading Literature</b>	<b>RI ELA Reading Informational Text</b>	<b>W ELA Writing</b>	<b>SL ELA Speaking and Listening</b>	<b>RH HSS Reading</b>	<b>WHST HSS Writing</b>
<b>Assessment and Project Ideas</b>	TG: pp. 71–72			W.11–12.1 W.11–12.2 W.11–12.3 W.11–12.4 W.11–12.5 W.11–12.6 W.11–12.7 W.11–12.8 W.11–12.9 W.11–12.10	SL.11–12.1 SL.11–12.2 SL.11–12.3 SL.11–12.4 SL.11–12.5 SL.11–12.6		WHST.11–12.1 WHST.11–12.2 WHST.11–12.4 WHST.11–12.5 WHST.11–12.6 WHST.11–12.7 WHST.11–12.8 WHST.11–12.9 WHST.11–12.10
<b>Answering the Essential Question</b>	TG: p. 73 IWL: 5.3, 5.4	RL.11–12.1	RI.11–12.1		SL.11–12.1 SL.11–12.2	RH.11–12.1	
<b>Essay Test</b>	TG: p. 74			W.11–12.1 W.11–12.4 W.11–12.9 W.11–12.10			WHST.11–12.1 WHST.11–12.4 WHST.11–12.9 WHST.11–12.10
<b>Rubrics for Project Evaluation</b>	TG: pp. 75–77			W.11–12.4 W.11–12.5 W.11–12.7 W.11–12.8 W.11–12.9	SL.11–12.4 SL.11–12.5 SL.11–12.6		WHST.11–12.4 WHST.11–12.5 WHST.11–12.7 WHST.11–12.8 WHST.11–12.9
<b>Related Literature</b>	TG: p. 78	RL.11–12.10	RI.11–12.10			RH.11–12.10	