



# Why Did They Come?

by Solomon Gordon

## Overview

*This book surveys some of the many reasons why immigrants left their homes to come to America.*

### Literacy Focus *Word Count: 157 words*

#### High Frequency Words

country, food, people, work

#### Content Words

United States, world, Ireland, safe, Europe, factories, China, railroads, escape, Jewish, Russia

#### Reinforcing Decoding Skills

- **Initial Consonant Digraphs:** *wh, th (why, when, what, they, the, there)*
- **Long Vowel Sounds: a** (*came, places, safe, make*)

- **Word Endings: -s** (*jobs, factories, places, lines*)

#### Print Conventions

- **Punctuation: Periods, question marks**

#### Comprehension/ Thinking Skills

- Identifying main ideas
- Determining cause and effect
- Connecting information to real-life experiences

#### Thinking Skills

- Captions

#### Writing/Speaking and Listening

- Writing about other countries
- Sharing knowledge about other countries
- Discussing facts about countries

#### Observe/Assess

See Oral Reading Records on page 179.

### Social Studies Focus

#### Content and Thinking Skills

- Identifying environmental or social problems that forced people to leave their homelands
- Explaining why people wanted to come to America
- Naming countries from which people immigrated to America

#### Background Information

From 1892 to 1954, millions of immigrants entered the United States through Ellis Island. Immigrants were asked questions by officials and examined by doctors. During this time, about 98 percent of the people who wished to immigrate were allowed into the country. Today, millions of people visit

Ellis Island to remember its role in the building of America.

#### Correlation to National Standards Social Studies

- People, Places, and Environments
- Culture

See Standards Chart on page 218.

## Literacy Focus

### Set the Scene

Ask children whether their families ever moved from one place to another. Relate their experiences to moving from one country to another.

### Read and Discuss

#### Cover and Title Page

Show children the cover and title page. Read the title and the author's name. Invite children to predict the reasons why people come to the United States.

#### Pages 2-3

Read the text together. Point out the caption and explain that captions add information to the text. Draw a time line to show children when the 1800s were in relation to today.

#### Pages 4-11

Have children look at the pictures and read the text. Ask them to summarize the reasons given for why some people came to the United States.

#### Page 12

Read the text to children. Encourage those who know about their families' history to answer the questions. Have children write the questions to ask an adult in their family.

### Respond

- Write the word *came* on the board and identify the vowel sound. Have children find other words in the book with long *a* spelled CVCe (*came, places, safe, make, escape*). Read aloud the sentences in which the words appear.
- Write *wh* and *th* on the board. Challenge children to find words in the book that begin with these letters. Have volunteers pronounce and use the words in sentences.

○	<b>wh</b>	○	<b>th</b>	○
	why		they	
	when		the	
	what		there	

- Point out the title and ask children what is at the end of the sentence. Explain that every question ends with a question mark. Pair children to find out how many questions are in the book.



#### Classifying

#### Activity Master, page 160

Have children classify the words in the Word Bank to complete the chart on the Activity Master, page 160.



#### English Language Learners

Explain the meaning of the *-s* and *-es* ending on nouns. Have children write plural words from the book on cards. Then help children write the singular form of the words on the back of the cards. Ask children to use the words in sentences.

## Social Studies Focus

### Social Studies Concept

During the 1800s, people from around the world came to America to escape danger, hunger, and poverty.

### Activities

#### Tracing Travel Routes

Display a globe or a world map. Have children locate the United States. Point out the countries mentioned in the book. Ask volunteers to trace possible sailing routes to this country.

#### The Many Faces

Emphasize the ethnic diversity of the United States. Have children bring in family pictures and cut pictures of people from magazines to display on a bulletin board labeled "The Many Faces of America."

#### Cultural Heritage

Invite children to bring in an object from another country. Have children find the country on a map.



#### Identifying Causes

#### Activity Master, page 161

Have children summarize the causes for immigration to the United States in the boxes on the Activity Master, page 161.

Name \_\_\_\_\_

**Why Did They Come?**

Fill in the blanks to finish the chart. Use the words from the Word Bank.

**Word Bank**

<b>factories</b>	<b>Europe</b>	<b>railroads</b>	<b>Russia</b>
<b>Ireland</b>	<b>escape</b>	<b>China</b>	

<b>Homeland</b>	<b>Reason They Left</b>	<b>What They Did in the Unites States</b>
_____	<b>not enough food</b>	<b>could raise or buy food</b>
_____	<b>needed work</b>	<b>worked to build</b> _____
_____	<b>wanted money</b>	<b>worked in</b> _____
_____	<b>to</b> _____	<b>were safe from danger</b>

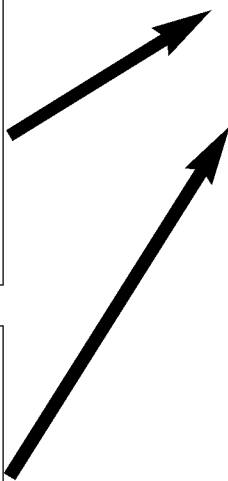
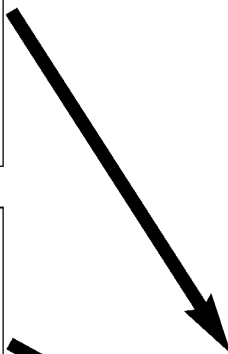
© 2004 National Geographic Society

**Why Did They Come?**

Write the reasons why people came to the United States in the 1800s in the boxes.

**Causes**

**Effect**



**Came to the  
United States  
to Live**