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| **Stage 1 – Desired Results** | |
| **Established Goals:** | |
| **Understandings:**  *Students will understand that …*   * People immigrate for many reasons. * People are affected by environmental, economic, social, cultural, and civic concerns. * Immigration changes lives. * Global societies are diverse and immigration causes varied perspectives, contributions, and challenges. | **Essential Questions:**   * Why do people immigrate? * How does immigration change lives? * What are some of the challenges that immigrants face? |
| Students will know…   * The reasons why people immigrate. * Some common difficulties that immigrants face. * Terminology of immigration | Students will be able to …    Seek information:  *Students will:*   * Formulate open-ended questions based on texts read in class * Identify point of view in fiction * Identify reasons why people immigrate   Inform:   * Recount prior experiences and events in a letter to a friend   Compare:   * + Compare and contrast life   before and after immigration   * Compare and contrast characteristics of different genres   Analyze   * Relate the story you read in class to your personal experience in the USA |
| *Unit Vocabulary*  Immigration – immigration, emigration, migration, immigrants, adjustment, adaptation, refugees, passport, border customs, visa, embassy, ambassador,  Native country, country of origin, heritage, assimilation, culture (holidays, traditions, food, recipes) | |
| **Stage 2 – Assessment Evidence** | |
| **Performance Tasks:**   * Write a paragraph comparing and contrasting a character’s immigration experience to yours. * Write a letter from an immigrant character’s point of view describing challenges her or she faces. * Write an additional chapter to one of the stories describing the outcome of the character’s immigration experience * Write paragraph(s) comparing the experience of 19th century immigrants to immigration today * Write a paragraph(s) about three challenges that you experienced immigrating to the U.S. | **Other Evidence:**   * Completed Venn diagrams for comparing and contrasting * Dialogue between students discussing their personal immigration experiences |
| **Stage 3 – Learning Plan** | |
| **Learning Activities:**   * Write a letter to a friend about your life in the USA. *(can be a dialogue journal entry)* * Re-tell the story of “China’s Little Ambassador” from another person’s point of view * Google Earth project (Amy Worth, NNHS) * Make a presentation about an immigrant group you researched * Share with your partner 2-3 things about your culture that may seem “strange” to your American peers. * Listen to the teacher’s reading of “Miguel En El Norte” and answer questions * Create a newcomers’ guide for people of the same culture – e.g. US Culture for Koreans * Interview a family member about his or her immigration experience | |
| **Materials and Resources:**  Non-Fiction:  Immigrants Today  Immigrant Kids (NSHS)  Kids like Me by Judith Blohm and Terri Lupinsky (Brown)  Our New Life in America  Coming to America – A Muslim Family’s Story  Fiction:  \*“China’s Little Ambassador” (VIL, Silver, p.29)  Magic Village by Rosanne Keller  Molly’s Pilgrim  Film:  “An American Tale”  Poetry:  “Miguel en El Norte” (VIL, Bronze, p.127)  Drama:  Read Aloud Plays – Immigration by Sarah J. Glasscock (NSHS)  “The Longest 90 Miles in the World” (NSHS)  Internet:   * <http://www.countryreports.org/> | |