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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?
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| 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
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| *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
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| **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
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| **Materials and Resources:**Non-Fiction: Immigrants TodayImmigrant Kids (NSHS)Kids like Me by Judith Blohm and Terri Lupinsky (Brown)Our New Life in AmericaComing to America – A Muslim Family’s StoryFiction:\*“China’s Little Ambassador” (VIL, Silver, p.29)Magic Village by Rosanne KellerMolly’s PilgrimFilm:“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/>
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