



***The Challenge of Immigration: Pursuing the American Dream, Forming New Identities, and Making New Homes***

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This curriculum unit is recommended for:

ELA	10, 11
AP Language and Composition	11
AP U. S. History/U.S. History	11
AP Human Geography	11

**Keywords:** *The Piano Lesson*, The Great Migration, August Wilson, Julia Alvarez, Judith Ortiz Cofer, Latino literature, Pat Mora, Langston Hughes, Arna Bontemps, Claude McKay, The Undocumented Migration Project, Immigration Reform 2013

**Teaching Standards:** See for [Appendix 1](#) teaching standards addressed in this unit.

**Synopsis:** A major issue in American Literature and History is immigration and the ways in which literature and society respond to the needs and voices of the many immigrants. The unit is an AP level unit combining drama, essays, poetry and video designed to analyze immigration in 20<sup>th</sup> and 21<sup>st</sup> century America through focus on African-American immigration from southern farms to northern cities and Latino immigration from Mexico/Central America and the Caribbean to cities such as New York. Culminating projects include persuasive writing on the topic of immigration reform and creative projects exploring music, culture and personal narrative. Students will reach an authentic audience through posting their projects on the internet and make their learning personal through the consideration of the ways in which each student is connected to his or her immigrant past—or present.

**The Challenge of Immigration:  
Pursuing the American Dream, Forming New Identities, and Making New Homes**

*Jennifer Castillo Aldridge*

Reading makes immigrants of us all. It takes us away from home, but more important, it finds homes for us everywhere.

-- *Jean Rhys*

**Background**

North Mecklenburg High School in Huntersville, North Carolina, a CMS school, serves as my teaching venue. It is a school that has undergone a tremendous demographic shift in the last three years, as attendance boundaries were redrawn with the opening of a new school, William A. Hough High School, between the towns of Cornelius and Huntersville in northern Mecklenburg County.

Once the high school with the largest student body in North Carolina owing to the tremendous population explosion in the 1990s and early 2000s, North Mecklenburg now is a racially and economically diverse suburban high school with approximately 1,750 students. Fifty-nine percent of our students are Economically Disadvantaged, 59% are black, 17% are white, 10% are of mixed ethnicity, 3% are Hispanic. After a period of reorientation, North is emerging as a leader in both vocational education as a Vocational magnet and in the number of students enrolled in Advanced Placement courses and the International Baccalaureate magnet program.

The demographic shift is critical to my interest in the course “Urban Encounters: Hispanic and African American Literature.” When applying for the course I taught two sections of Advanced Placement Language and Composition, three sections of English III standard level and one section of co-taught English III standard level inclusion (a majority of students in the 35 member class had active IEPs). The majority of my students in the English III standard and inclusion classes were students of moderate to low SES in addition to their specific academic/learning challenges. My classes were roughly 90% minority, including many LEP students (native Spanish and Vietnamese, Cambodian, or Hmong speakers). Several of my students were parents already, and others were contributing directly to the financial well-being of their families even without their own children to care for. So, it was imperative that I find ways to make the standard American Literature curriculum relevant to their stressful, busy lives.

However, as the 2013-2014 school year approached, I learned that I would not be teaching American Literature, but four sections of IB English III, the first year of the two year Diploma Program English course. I would be keeping my AP Language and Composition students as well. My fallback for the CTI course would now be the AP course, which focuses mostly on rhetoric and non-fiction.

The demographics of my classes have changed in some ways but not in others. My forty-eight AP students are a diverse group, reflecting the new diversity at North Mecklenburg. More students in my classes are white, middle to upper SES students than in a typical standard level English III class, but there are also many minority students of all SES. I still have students who are on the “have not” side of the digital divide at home (though they have cell phones), and who have parents who struggle to make ends meet every month. Many of my students work as soon as they are able. Some have parents who do not speak English fluently. These classes are self-selected, so most of my students have higher intrinsic motivations, and are less reading adverse than other students, yet they, too, crave reading experiences that present people and situations not too far from their own.

A telling moment came recently in teaching the essay “Tortillas” by José Antonio Burciaga. I asked how many students ate tortillas at home and several raised their hands. When I refined the question to ask who ate handmade tortillas instead of store-bought tortillas, three students kept their hands up. I was thrilled! We had a mini process lesson on how to make tortillas and some deeper analysis of Burciaga’s article in light of this information. In the course of the ensuing discussion, one student revealed Caribbean roots, one girl is Hmong, three more girls are Muslim (one from Sudan and one from Palestine), and this is only one of my two sections of my AP classes. I am excited because this means my students will be able to connect to the issues of immigration, assimilation, home and identity in a variety of ways and add immediacy and personalization to the issues examined.

On a personal level, I am deeply invested in this topic of immigration, identity, home and the American Dream. My maternal grandmother’s family has Scots-Irish roots back to the American South before the Civil War. My maternal grandfather’s family arrived from Dortzbach, Germany and was processed through Ellis Island in the late 1890s. Under the immigration laws of the time my grandfather’s grandfather initially was not able to get citizenship, nor was his son, my great-grandfather. In fact, I recently learned that when my great-grandmother (mother’s father’s mother, whose family were also German immigrants, though from a generation earlier) married my great-grandfather, she lost her citizenship. She found this out when applying for a passport in order to serve as a missionary in Japan with her family, which at the time included two young sons. She had driven across the country from Virginia to California in the early 1920s, ready to embark on her mission trip, only to discover this amazing turn of events. Eventually, all

was resolved and she and her family sailed and served. She even delivered her third son in Japan.

My father's family emigrated from Cuba around the time of the Spanish-American War. Roughly the time the Dortzbachs were arriving in New York, the Castillos were arriving in Miami. A family genealogist traced the Castillo roots back to Barcelona, Spain. My father grew up in the Cuban enclaves of Little Havana in Miami and in Ybor City in Tampa, Florida. But his mother was of British-American descent. So, I am a fourth-generation Cuban/German immigrant with Scots and English roots. I see myself as embodying many, although of course not all, of the complicated stories immigrants have to tell.

I want my unit to focus on the challenges of the more recent past, and of the encounters that my students have now, as they navigate the currents of the immigration debate today. My ancestors arrived here to seek the American Dream. My students and their parents have their own visions of the American Dream and I want this unit to help them see how to integrate their dream into the overall fabric of American society.

### **Rationale**

In my previous AP courses I have always inserted a "special unit" that acts as a review of all the writing modes, terms, styles and analysis methods we have studied by focusing on texts arranged around a particular current topic. The CTI unit will provide the special unit for this year. So, I have built the unit around a current issue in American politics and society: immigration. I hope to engage my AP students in deep thinking about the ways in which America, especially its urban centers, both embraces and marginalizes newcomers. Texts will focus on moving; changing, losing and creating identities; cultural conflicts; being the outsider—even in one's own family; and discovering new geographies and economies. My goal is for students to emerge with a greater understanding of the complex issues at both the macro level (politics and law) and micro level (experiences of individual immigrants).

I want students to see past the stereotypes and misinformation presented about immigrants (maybe about themselves). Instead, I want them to see into the lives of the people who leave behind their known world, however dangerous or unfair life there may be, for an unknown world that holds out a hope of, but not necessarily a guarantee of, safety and opportunity. At the end of the unit, students should emerge as critical thinkers and writers capable of appreciating the complexity of the issues surrounding immigration and the reform of immigration laws. Hopefully, they will have more empathy for themselves, their classmates and people in their communities and, moving wider, to people around the United States.

The skills my students have been developing all year, and which they will demonstrate in this unit correlate with the consensus goals that emerge when current educational leaders discuss what 21<sup>st</sup> century learning and learners should be like: students should have the ability to synthesize and evaluate information as well as demonstrate “creativity, communication, and collaboration” (1). There is great concern that learning be ‘authentic’ and ‘individualized’ (my quotes) instead of “one-size-fits-all” according to Karen Cator (2). The topic of this curriculum unit, with its focus on the experience of immigration to an urban center combined with the culminating activities involving the current debate on immigration law reform, is about as real world and individualized as a unit can be. Each student will bring his or her own experiences, family experiences, school and work experiences to bear on understanding and evaluating the readings. Students will follow their own interests and opinions in producing writing that will be shared outside of the classroom. All the while they will be practicing those still vital 20<sup>th</sup> century skills of close reading, thinking, discussing and writing about a complex topic.

One of the complexities of the topic of immigration, identity, and the American dream is the connection of language to identity. My own great-great grandparents faced the dilemma of assimilation and the loss of core identity that can come with the loss of language and customs. Many of my students today are navigating the same issues of determining how much of their family’s heritage to keep and how much to let go. According to Dr. Mary Vasquez of Davidson College, there is the identity we show to people, our “elected identity” which is often audience influenced, meaning who my students are when they are at school, in my classroom or in the cafeteria, and the identity that is our “core identity” which involves so many influences: stories, teachings, nation of cultural origin, religion, oral history of family, physical appearance, militancy, and of course, language. Language organizes and interprets the world around us. It is a way of seeing the world because it is how we name what we see (3). Many of the stories, essays, and poems we will be reading feature dialect and/or Spanish because the authors and characters are expressing how they see the world—or they are questioning how the world sees them.

Indeed, the authors of all of our texts, August Wilson’s *The Piano Lesson* included, possess a “double-gaze perspective: forever comparing the past and the present, the homeland and the new country” according to Nicolás Kanellos (4). He continues his discussion of immigrant literature by asserting that the only way authors have of resolving the “dual, conflicting points of reference [is] when the author, characters and/or the audience can return to the patria” (5). August Wilson would seem to agree with Kanellos’ summation, implying at the end of his play that those African-Americans who flee the oppression of the South are forever looking homeward, are forever haunted by the events in the past, unable to escape them. Wilson, the poets of the Harlem Renaissance, Zora Neale Hurston, and the Latino authors represented in this unit posit that to deny the homeland and its culture, food, language, and music is to deny a critical portion of oneself, even if one embraces the new land and all that accompanies it.

In fact, reading texts by authors/chroniclers of the African-American Great Migration side-by-side with authors of the Latino diaspora to urban American centers illuminates strong links between the two: an ongoing presence of folklore, an embracing (or rejecting) of working class esthetics, a peopling of characters without access to education, a sounding of music as integral to life, an including of food ways, and a struggling with fractured family structures (6). In other words, the situations and characters in Wilson's play *The Piano Lesson* are echoed, refracted, doubled, in the poems and essays of the Latino authors.

Another way of considering the literature of migration, of moving to new lands and searching for a new identity is to consider whether the author is holding up a mirror or a window for the reader (audience) to look at/through. The idea of whether literature should be a mirror or window, argues Dr. Shireen Campbell in her lecture to the Urban Encounters class, often depends on who you, the reader, are (7). Should literature tell truths? Whose truths? Is it a window onto other times and places, or is it a mirror of the self? Is it a window into the lives of the "other" or a mirror of the world around us? My hope in this unit is to engage my students in answering these and other questions. The answers to the questions raised by and about the literature, I hope to show, will influence their positions on the legal, cultural and political debate about the reform of the immigration laws.

Additionally, Dr. Hilton Kelly, in his research on the roles of teachers in segregated schools in North Carolina during the Jim Crow era, raises the question of memory which must also factor in our readings of the literature of migration. He explores whether there is a collective memory that is key to a specific group of people. He makes the distinction between authentic memory—what one actually experiences, and the vicarious memories we gain from others' experiences. Then, there is prosthetic memory, which becomes ours from the stories, texts and other informational sources to which we are exposed (8). What memory is actually ours? What memory is "real"? As the characters in Wilson's play remember their past (and indeed are physically haunted by it) each one must strive to integrate the past into their current circumstances and decide to leave the past behind or embrace the past as an integral part of the future. In the debate over the piano, then, we find this debate over memories. As Claude McKay lingers over the fragrances and flavors of the tropics in New York, he voices a visceral connection to the homeland, and the memories created by food, which is never quite the same when eaten 'out of place.' And in her poem "The Latin Deli: An Ars Poetica," Judith Ortiz Cofer describes a home-away-from-home for her heartsick characters who pay more for their dry goods because the proprietress speaks Spanish and offers a way to satisfy the longing for the untranslatable and mostly unfulfilled dreams carried inside each of the émigrés who wander into the little bodega.

What most of us are taught in elementary, middle and high school social studies courses is that the United States is a ‘nation of immigrants’ yet our instruction in the waves of immigrants who settled in this geographic designation somehow forgets to mention that the Native Americans, or First Nations People, were the first migrants, and seems to stop with those who flooded into Ellis Island. The people who came through Angel Island in California, or through Miami and Houston are often overlooked. There is no deliberate linking of the Africans brought as unwilling migrants with those who unwillingly, yet desperately, flee their homelands ahead of political or economic oppression. There is no linking of the internal migration of African Americans away from the political and economic oppression of the South with the new wave of Latino immigrants moving to el Norte for the same reasons. My unit is a deliberate attempt to link these stories and remind my students that all of us come from somewhere else.

## **Overview**

The AP course is primarily a course on the strategies of rhetoric and composition; the class reads primarily non-fiction and students write essays in the various rhetorical modes. The bulk of my unit will be personal essays and informational articles on the issue of immigration. I will begin the unit with an informational essay that provides an overview of the United States as a nation of immigrants to help students embrace the idea that we all come from somewhere else. There are several to choose from, but I will most likely use “America: The Multinational Society” by Ishmael Reed.

However, I want to ground my unit in literature that presents the themes of “Urban Encounters”. I believe that starting with fiction will also allow my students who may not feel immediately connected to issues of migration or immigration to make a connection through characters, and thus have an entryway into the discussions of “real” people. For other students, the literature will increase their engagement because, as Bean, et al highlight, “when students see themselves reflected in their reading, they view the content classroom as a place of direct relevance to their lives” (9).

My unit will be taught in the early spring, most likely mid-March to early April. My students will have completed instruction and practice in the modes of narration, description, definition, exemplification, process, cause and effect, comparison and contrast, classification and division, and argumentation. They will also have read a barebones American Literature curriculum beginning with Native American creation myths, the novel *My Antonia* (which focuses on the experiences of migration), and selected texts from American Modernism.

In addition, many of the model essays we will read during our rhetorical instruction in the various writing modes are written by authors who address immigration, multicultural themes, or the experience of being the “other” in society. For example, we will have read Judith Ortiz Cofer’s “Myth of the Latin Woman: I Just Met a Girl Named Maria”; José

Antonio Burciaga's "Tortilla"; Henry Louis Gates, Jr.'s "What's in a Name?"; Brent Staples' "Just Walk On By: A Black Man Ponders His Power to Alter Public Space"; Amy Tan's "Mother Tongue"; and Bharati Mukherjee's "Two Ways to Belong in America" among others. So I will have been building background knowledge and awareness of issues and perceptions throughout the year (10).

The first day of the unit will be spent creating a definition of who is an American, and helping students visually and physically explore their origins and their family origins. This "Day One" is explained in detail at the end of the overview portion.

The fiction/poetry part of the unit will begin with cornerstone poems by Langston Hughes which will open up the discussion of The Great Migration and some of the circumstances that led to the Harlem Renaissance. Pairing poems such as "The Negro Speaks of Rivers" and "Merry-go-round" with Arna Bontemps "A Black Man Talks of Reaping" allows for introduction of leaving one kind of difficult life, only to discover another (11). Students will read the essay "How It Feels to be Colored Me" by Zora Neale Hurston and discuss the challenges of how a change in where you live changes how you are perceived, even named, by others.

Next, all students will read *The Piano Lesson*, by August Wilson. Actually, students will have been assigned to start reading the play outside of class about two weeks before we start the unit. Students were instructed to purchase the text at the beginning of the year, and I will remind them in January to start their bookstore quest. Students will annotate the text, and generate their own questions and connections (12). Since it is drama, we will also read the play aloud in class and pause at scene breaks for students to discuss and process what they've read. Re-reading and collaborative analysis should help students with comprehension concerns (13). The play's richness could be mined for weeks, but my goal is to draw students into the debate between brother and sister over heritage versus progress, the deeper concerns of how the past continues to haunt our presents and guide our futures, and the pull of the land left behind. At this point we will also read extracts from the article "A Transplant that did not take: August Wilson's views on the Great Migration" by Sandra Shannon (14). If I have time, I would like to show students some or all of the DVD *Wylie Street Days*, a documentary made about the hill neighborhood in Pittsburgh where Wilson sets his play cycle. The video will allow us to explore those ideas about hidden memories versus official memories that Dr. Kelly describes in his research. To culminate our work with the play, students will write a short analysis of the arguments presented by the characters about whether the piano should be sold, and we will have a fishbowl discussion in which students will present their views on who is "right" and why (15).

As we finish our discussion of *The Piano Lesson*, students will read two articles on reverse migration from *Ebony* magazine. *Ebony* is a mass media text and the articles reflect the current circumstances of African Americans returning to the South, with multiple first person accounts; students should find the reading highly interesting and



enjoyable. Students also may want to re-assess their debate over *The Piano Lesson*. At this point, students in my class whose families fit this profile of the born-in-the-North, returned-to-the-South African American family will be asked to share their stories of migration, and will be encouraged to illustrate them with the creation of their own personal timeline that can be displayed in class. Students can make this simply with construction paper and a standard timeline format. If they choose, they can embellish it with photographs or other graphic/visual elements.

Next, to help make the transition to the Hispanic literature and non-fiction part of the unit, and to bring the discussions into the realm of the current debate on immigration, students will read *The Latin Deli: An Ars Poetica* by Judith Ortiz Cofer, *The Tropics of New York* by Claude McKay and *Legal Alien/Extranjera legal* by Pat Mora (16). The first two poems address the longing for home that immigrants often experience. Strong imagery in both poems and the mixed Spanish/English diction in the Cofer poem allow for the students to identify with the speakers experiences with homesickness. The Mora poem addresses the dual identities that immigrants experience, through language especially. I have native Spanish speakers in my classes, students who also read Spanish, so before this class I will give a copy of the poem to these students and ask them to be prepared to read it for their classmates so students can experience the bilingualness that Mora intends.

To bring a more multi-media approach into the mix, at this point I will also play the interview that Celeste Headlee conducted with Jason De León on the public radio program *Tell Me More* on July 5, 2013. In the interview, archaeologist De León discusses his collection and cataloguing of the objects that undocumented immigrants leave behind in the border areas of Arizona, and what he hopes the collection will add to the debate over immigration. We will listen to the interview (about eight minutes) and then go to the Undocumented Migration Project website and view images of the items he and his team have retrieved. Students will select images and then respond in one of several ways: writing a poem, using the Mora, Cofer, McKay poems as model texts, create their own images of things missed/things left behind in their own migrations in collage/clip art form or a journal entry/prose response (17).

Again, if I have time, I would like to show students all or part of the documentary *Americanos: Latino Life in the United States* to provide more information about the variety of peoples who are under this broad umbrella term of Latino. At the end of this activity, all students, those born and raised in Charlotte and those who come here from other places, will have some sort of creative reaction to the poems, undocumented migration project, play or articles on reverse migration. These reactions/responses will be archived on [www.blendspaces.com](http://www.blendspaces.com) which will allow all students to access the work of the others, and student in other classes will be able to view their creations.

The next part of the unit will use the idea of literature circles but apply them to non-fiction shorter texts (18). Students will be in groups of three or four and will read one

personal essay or new article with interviews about being an immigrant or the immigrant experience. Each group will be directed to make connections between each of the individual texts read as a group and also connections between these texts and the whole-class texts: poems, essays and play. Students will also identify the stated or implied challenges the authors or their families faced, the stated or implied American Dream desired, and the authors' thesis and proposed solution or desire. These connections will be at the AP level for analysis of rhetorical and literary devices, but also at the level of our thematic focus on identity and place. Strategies already in place in my class for this analysis include identifying the six keys of rhetoric (author, audience, subject, intent, genre, and context) and the Says-Does-Because strategy (19). Students will present their texts and their accrued information on culture, background, conflict, identity and place to the class as a whole, allowing for some whole class discussion in a Socratic Seminar (20). After the seminar, we will then turn our attention to the issue of reaching a better understanding on the issues and challenges of immigration in 2013.

In this final part of the unit, students will create individually researched, well-written additions to the ongoing debate about what this country should do about the immigration "problem"? I have selected specific articles which are double asterisked in the bibliography for students to read initially. These articles address myths regarding immigration, provide statistics and historical information on immigration and provide context for the debate. Then, students will move beyond these pre-selected articles to do some original research. I hope to have a classroom set of I-pads for us to use, otherwise, we will go to our computer lab.

To support appropriate research, students will use the resources of SIRS and NC Wise Owl available through the North Mecklenburg Media Center wiki to research some aspect of the Immigration issues currently before state and national legislatures. Essentially, they SIRS uses a pro/con format that will allow students to narrowly focus on specific aspects or legislation. It also offers access to primary sources and media reports. NC Wise Owl allows students to narrow search results to specific media (newspapers or magazine, radio/TV, primary sources, government documents) and content area (social studies or science, etc.). Students will exercise their argument analysis skills in evaluating source claims through the lens of the texts they have just read.

Students will write an op-ed (opinion editorial)-style article based on their research and their personal viewpoint of an aspect of the immigration debate: education, health care, jobs, deportation, pathway to citizenship, or the reform efforts ongoing. The class will post these articles on [www.blendspace.com](http://www.blendspace.com) which is open to other students and the public, allowing the students to reach a real audience and gain the ability perhaps to influence local and national debates. On another blendspace, they will post their creative projects as described below. Ultimately, there will be three blendspace pages for this unit.

The other product will allow a more creative response to the texts. Although each student must write his or her own op-ed piece, the creative projects can be group based or done in pairs. Options will include creating their own American Story using short essays, poetry, original music, one-act plays, art or graphic novel formats to chronicle their own life story or that of a family member. In short, I want my students to connect both intellectually and emotionally to the difficulty of leaving home and culture behind and encountering a new city and new culture. Rubrics for these activities will follow a four point scale as outlined by Bean, Readence and Baldwin (21).

I see this unit as taking about four (busy) weeks in an A/B format class structure. With students doing readings outside of class, in-class time will provide the opportunities for guided inquiry and analysis. Assignments done in class will be collected for a group portfolio. Except for the play, scaffolding for understanding should be minimal since many of these texts are pulled from 9<sup>th</sup> grade textbooks, or textbooks designed for use in AP classes, and there is a plethora of online explanations available for students to use for support if needed. Indeed, since this unit is a way to review skills, not teach new skills, my expectations will be high for some excellent thinking, writing and presenting.

I realize that this is an ambitious unit with much reading, writing, analysis and discussion. However, I compare it to the way one can best learn a new language: total immersion. At the end of the unit, my students will emerge more knowledgeable about a current hot-button issue, and more sensitive to the people behind the debate. And, they will be ready to nail their AP exams!

## **Class Activities and Daily Plan**

### Day 1

Warm up: “Define: being American. Write your answer using these questions: Who is an American? What does it mean to be an American? When does someone become an American? Does where someone is born determine if he or she is an American? Why would someone want to be an American? How does the law define being an American? After allowing 7 or 8 minutes for students to write, we will share our answers and record points of difference and agreement on a wall poster using sticky notes. We will then be able to come back to these answers periodically and reevaluate them. Follow up questions: Ask students how many wrote their answers based on themselves

Immediately after this extended warm up, I will morph into an activity I call “Genealogy Geography.” Genealogy Geography is basically a movement exercise to help students understand how many of their classmates are “real Americans” and how many have recent immigrant roots. The room is already arranged in a set of at least five grouped desks or tables. To begin, all students will stand on the edges of the classroom. I will have made labels for each of five tables that allow each group of tables to stand for

different geographic locations. In the first three of five rounds, the labels will stand for: NC/SC (for North Carolina/South Carolina), the South, the North (north of Maryland), Elsewhere in the US (West, mid-West, Central and West Coast), and Elsewhere in the world. Students will circle the table that designates where they were born.

In round two, they will stand around the table that represents where their parents were born (if parents are from distinctly different places, then student should pick the parent from farthest away)

In round three they should move to tables that represents the birth places of their grandparents (again picking the place from farthest away if there are multiple birth places)

In round four, the cards/labels will be flipped to stand for: Europe, Africa, Asia, South America, and North America. Now students should go where their great grandparents are from if they know or can infer that much of their family history. Round five concerns great-great-grandparents.

The teacher should both participate and keep records-- I use a table that lets me count students who are standing in certain places. A pause at the end of each round allows students to observe where everyone is standing.

Before everyone returns to their seats, ask students to make some on-the-spot observations about their own movements. Who moved least? Who moved most? Who has family from the farthest away places? Who has family that has the deepest roots in NC/SC? Who had parents with split histories?

Finally, I will have students return to their own seats and then write for a few minutes on what they think as a result of their exercise. What did they realize about their own families? Do they still support their earlier definitions about who is an American? According to student definitions, how many of us in the room are "Americans"? Did the movement of their friends create a change in the way they look at a friend? At the end of the writing time, students will share answers and observations with their table mates. Then, students will select the most interesting/meaningful observation to share with the whole class. These observations will be recorded and added to our questions and observations from the warm up.

I will take a few minutes at this point to discuss the scope and purpose of this unit, present an overview of what they will read, write and do, and what the culminating activities will include. I usually do this in the form of a unit handout for students.

To help us remember later on where we started in this investigation, at the beginning of the next class, after the warm up, students will create a class "map" that uses geopolitical

images of cities and countries of origin, self-selected images of the students, and an enlarged map of North Mecklenburg County encompassing our school assignment zone to create a collage of class identities grafted onto our school and community. Concurrent to this map will be individual text boxes indicating how families arrived here and what was left behind. This collage will help remind students that we are all migrants in one way or another. I will repurpose a travel map of the US and have students bring in images obtained from the internet or their personal photos for this activity.

### Sample Unit Assignment Handout

At the beginning of each unit, I give students a chart showing all reading/student response activities required/expected. Even if adjustments need to be made later on, this map of the unit allows busy students to plan their time appropriately. Below is a sample of the reading and writing assignments I will give for this unit.

<b>What to read &amp; When</b>	<b>What to write</b>	<b>What to expect in class</b>
August Wilson, <i>The Piano Lesson</i> ,	<ul style="list-style-type: none"> <li>• Annotate the text</li> <li>• Look up vocabulary</li> <li>• Create a summary of the major issues (not plot) for each scene</li> <li>• Who is right about the piano?</li> </ul>	Discussion of characters, back-story, central conflict, online research into inquiry questions raised in annotations
Ishmael Reed, “America: the Multinational Society,”	<ul style="list-style-type: none"> <li>• Annotate the text</li> <li>• Identify 6 keys</li> <li>• What is his thesis?</li> <li>• Do you agree?</li> </ul>	How this text confirms or conflicts with your perception of our society. How this essay confirms or conflicts with our definitions of American
Langston Hughes, “The Merry-go-round” and “The Weary Blues,” Arna Bontemps, “A Black Man Talks of Reaping,” James Weldon Johnson, “My City,”	<ul style="list-style-type: none"> <li>• Scan the poems for poetic devices</li> <li>• What connects the poems to <i>The Piano Lesson</i>?</li> <li>• How do the speakers in each poem differ?</li> </ul>	Review of information on the Great Migration, Venn diagram of connections you made to poems and play. Issues raised in poems and play to post on board for further discussion.
Zora Neale Hurston, “How It Feels to Be Colored Me,”	<ul style="list-style-type: none"> <li>• Annotate the text</li> <li>• Identify 6 keys</li> <li>• What is her thesis?</li> <li>• With which character in The</li> </ul>	Small group discussion of how the play, poems and essay inform our understanding of African-American life in the early

	Piano Lesson would Hurston most identify & why?	20 <sup>th</sup> century in Northern cities. Using an “immigrant,” answer questions about why left, who left behind, issues of identity and home. Prep for seminar.
Sandra Shannon, “A Transplant That Did Not Take: August Wilson’s Views on the Great Migration,”	<ul style="list-style-type: none"> <li>• Annotate</li> <li>• Apply article to 3 aspects of the play</li> </ul>	Socratic seminar
Chappell, Kevin, "The New Great Generation to the South," Miller, Denene, “The Great (Reverse) Migration,”	<ul style="list-style-type: none"> <li>• Annotate</li> <li>• Create a list of who came “home” and why</li> </ul>	Wall charts to evaluate the lives of real people compared to characters. What problems were faced by both?
Judith Ortiz Cofer, “The Latin Deli: An Ars Poetica” Claude McKay, “The Tropics of New York” Pat Mora, “Legal Alien/Extranjera legal” <b>Julia Alvarez, “Queens 1963” (read at home)</b>	<ul style="list-style-type: none"> <li>• Answer considerations for critical thinking and writing questions at end of poem on page 1089</li> </ul>	Read other poems in class. Scan in groups for poetic devices. Create questions about vocabulary, theme, & culture. What similar experiences do these people have with the family in the play? With the families in the <i>Ebony</i> articles? With the speakers in the Harlem Renaissance poems?
Jason DeLeon, “Understanding Migrants Through the Things They Carried,” interview Jason DeLeon, The Undocumented Migrants Project, website	We will view the website and listen to the interview in class. You should create 3 questions about the experiences of immigrants entering illegally and track information for answers.	Listen, view, answer your questions, share ideas, do response activity: Students will select images and then respond in one of several ways: writing a poem, using the Mora, Cofer, McKay poems as model texts, create their own images of things missed/things left behind in their own migrations in collage/clip art form or a journal entry/prose response.

<p>Acosta, Rolando Flores, "Seeking Unity in Diversity"  Rodriguez, Richard, "The Fear of Losing a Culture"  St. Cyr, Peter, "American Dreamers"  Santiago, Esmeralda, "A Puerto Rican Stew"</p>	<p>Students will read one essay at home and work in groups to analyze at school, so Annotate, 6 key, identify main thesis, support, mode(s)</p>	<p>Make connections between these essays and all other texts we have read. Prepare for another whole class seminar to wrap up ideas presented across the unit at this point about immigration, culture, identity, American dream and home.</p>
<p>Research in class using pre-selected and researched articles to prepare for writing opinion piece.</p>		<p>Reading, note-taking, brainstorming, pre-writing, writing, revising and editing and final draft of an op ed piece.</p>

The schedule above is ambitious and I would not recommend it for a class of honors or standard students. If I needed to reduce activities or texts, I would most likely reduce the number of poems in each day to two, not four, read only one *Ebony* article, read only two of the later "Latino" essays, and provide more time for all activities. Also, with standard or honors students, it may be easier to prepare a unit packet where students can select which texts to read above a basic set and which activities to do for a specific grade goal.

### Endnotes

1. Barnett Berry quoted in the article "How do you define 21<sup>st</sup> century learning?" published in Education Week online October 11, 2010. <http://www.edweek.org/tsb/articles/2010/10/12/01panel.h04.html>
2. Ibid
3. Professor Mary Vasquez, Lecture, September 12, 2013 to CTI Urban Encounters class, Davidson College.
4. Nicolás Kanellos in *Hispanic Literature of the United States: a Comprehensive Reference* (Santa Barbara, CA: Greenwood Press, 2003), 189.
5. Ibid
6. Ibid, 187.

7. Professor Shireen Campbell, Lecture, September 19, 2013 to CTI Urban Encounters class, Davidson College.
8. Professor Hilton Kelly, Lecture, October 24, 2013 to CTI Urban Encounters class, Davidson College. Dr. Kelly also presented the concept of “hidden transcripts” we all carry about the past. There are “official transcripts” or histories written about times and places, and then there are those that are within us, and literature often provides a way to understand what is unaccounted for in the public transcripts of an event or time.
9. Studies by Godina and Brozo et al. are cited by Thomas W. Bean, John E. Readence, and R. Scott Baldwin in *Content Area Literacy: an Integrated Approach*. 9th ed. Dubuque, Iowa: Kendall/Hunt, 2008, 124.
10. All of these essays are found in *Patterns for College Writing, A Rhetorical Reader and Guide*, 9<sup>th</sup> edition, 2004. Eds. Laurie G. Kirszner and Stephen R. Mandell. Yes, I know there is a 12<sup>th</sup> edition, but this is what my school has. The age of the articles does allow for students to engage in analysis about changes that have or have not occurred in society and ideas since the original publication date. Through making text to self connections and some information from on-the-spot inquiry investigations using computers or cell phones, students can actually perform stronger analysis of the argument the author is making in each essay.
11. These poems are easily available in most American Literature textbooks. “Merry-go-round” is available online at PoemHunter.com and a You Tube of Hughes reading the poem is available at <http://www.youtube.com/watch?v=gUrz2ZzrSIQ> . It may be possible to find a cleaner reading at the Library of Congress recording. Students really respond to hearing the poet him/herself reading poems, so I recommend looking for these files.
12. An excellent, quick and accessible guide for annotation is found in this short how-to at <http://slowreads.com/how-to-mark-a-book/> which I originally retrieved 3 Nov 2011 via a link from [www.webenglishteacher.com](http://www.webenglishteacher.com). My students receive this link and read the essay at the beginning of the school year.
13. Thomas W. Bean, John E. Readence, and R. Scott Baldwin in *Content Area Literacy: an Integrated Approach*. 9th ed. Dubuque, Iowa: Kendall/Hunt, 2008, 205-209.
14. Although this article deals with two other plays by Wilson, *Seven Guitars* and *Ma Rainey’s Black Bottom*, in the analysis of characters, plot and theme we can find ways to interpret and understand the events of *The Piano Lesson*. In my first reading of *The Piano Lesson*, I thought that Wilson felt greater affinity for the



- sister's position, wanting to hold on to the piano in order to provide for a life in Pittsburgh for her and her daughter. However, when she sits to play the piano at the end and the ghosts of the past are released, it seems that Wilson creates an argument for returning "home" in order to put the ghosts to rest. Either way, he implies that the piano, as the repository of their history, must stay in the family.
15. Straightforward methodology for fishbowls discussions is found in Douglas Fisher, William G. Brozo, Nancy Frey and Gay Ivey, *50 Content Area Strategies for Adolescent Literacy*. (Upper Saddle River, NJ: 2007), 26-27.
  16. I am using versions of these poems found in my school's Holt, McDougal or Houghton Mifflin textbooks. Otherwise, the Mora poem can be found here: [http://www.nexuslearning.net/books/holt\\_elements\\_of\\_lit-3/collection%2011/Legal%20Alien,%20%20Extranjera%20legal.htm](http://www.nexuslearning.net/books/holt_elements_of_lit-3/collection%2011/Legal%20Alien,%20%20Extranjera%20legal.htm)  
The McKay poem can be found here: <http://www.poets.org/viewmedia.php/prmMID/15249>  
The Cofer poem can be found here: <http://ccat.sas.upenn.edu/romance/spanish/219/13eeuu/cofer.html>
  17. Suggested methodology for response writing is found in Douglas Fisher, William G. Brozo, Nancy Frey and Gay Ivey, *50 Content Area Strategies for Adolescent Literacy*. (Upper Saddle River, NJ: 2007), 95-96.
  18. Many metacognitive strategies for advanced learners are outlined in Carol Jago and Rosa Fonseca's *Resources for Teaching Advanced Students* (Austin: 2004), 20-23.
  19. If you enter "says does because analysis" into a search engine, you will get many examples. My wiki sample is credited to the first on the results list which demonstrates the rhetorical analysis strategy using "The Gettysburg Address."
  20. See notes 15 and 18 for resources on this strategy.
  21. Thomas W. Bean, John E. Readence, and R. Scott Baldwin in *Content Area Literacy: an Integrated Approach*. 9th ed. Dubuque, Iowa: Kendall/Hunt, 2008, 216.

## **Appendix: Implementing Common Core Standards**

Below are the North Carolina Common Core Standards for English Language Arts for eleventh grade that are addressed in this unit. There is strong correlation between the Common Core standards and the Advanced Placement Student Objectives listed by the College Board. I have selected the standards with the most cross-correlation.

NC.CC.11-12. RI: Reading Standards for Informational Text

RI.1 Citing Textual Evidence to support analysis

RI.2 Determine themes and development over course of text

RI.7 Integrate and evaluate multiple sources of information presented in different media

Students in this unit will read a range of informational texts drawn from census data, newspaper articles and historical essays. Class discussions require citing evidence, identifying and tracing themes and integrating multiple sources to support an interpretation or position. Writing and presentation assignments further solidify a student's ability to use informational texts to develop understanding and evaluate a position.

NC.CC.11-12.W. Writing Standards for Production and Distribution of Writing

W.1 Write arguments to support claims in an analysis of topics

W.2 Write informative/explanatory texts to examine and convey complex ideas

W.3 Write narratives to develop real experiences

W.4 Use technology to produce and publish writing

W.7 Conduct short research projects to answer a question or solve a problem

W.8 Gather relevant information from multiple authoritative sources and assess sources

W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

W.10 Write routinely over extended time frames

Students in this unit will write daily. Activities include reflective, narrative and inquiry warm ups, summary activities to demonstrate understanding, and culminating persuasive and analysis writing activities based on guided research with a goal of publishing or disseminating opinion pieces on the topic of immigration reform.

## Bibliography

Acosta, Rolando Flores. "Seeking Unity in Diversity." In *The Contemporary Reader*, 6th ed, 357-361. Edited by Gary Goshgarian. New York: Longman, 1999. \*Used for group literature circle.

*Americanos: Latino Life in the United States*. Dir. Susan Todd. Perf. Edward James Olmos. HBO Exclusives, 2000. DVD. This film is based on the Smithsonian Institute Traveling Exhibits (SITES) photography exhibit that traveled the country in late the 1990s-2004. It has a great CD soundtrack, too. The exhibit was shown in Charlotte, NC in 2003. The documentary is available from Amazon, but there is also a segment of it on YouTube at <http://www.youtube.com/watch?v=JPRTJbE5jYo>.

Anchondo, Leo. "Top 10 Myths About Immigration." American Immigration Council. 2010. (Accessed October 30, 2013) <http://www.immigrationpolicy.org/high-school/top-10-myths-about-immigration>. \*\*Research activity.

Barone, Michael. "Migration Trends of the Future". *Time.com*: 7 Oct 2013. EBSCOhost (accessed October 30, 2013). Persistent link for this source: <http://search.ebscohost.com/login.aspx?direct=true&AuthType=i p,custuid&custid=s8455861&db=mat&AN=91264974&site=src-live> The short article summarizes the current state of who is immigrating to the United States based on political and economic trends around the world. Barone attends to migration from Africa and Southeast Asia, indicating that the US must consider how to accommodate people moving here from all over the world. \*\*Research activity

Bean, Thomas W., John E. Readence, and R. Scott Baldwin. "Comprehension: Guiding Content Literacy," 188-217. In *Content Area Literacy: an Integrated Approach*. 9th ed. Dubuque, Iowa: Kendall/Hunt, 2008. The chapter offers a wide variety of pre-, during, and post-reading strategies that are useful in all levels of classrooms. Chapter 11, on writing, is also a source to consult.

Beers, Kylene, and Lee Odell. *Elements of Literature*. 3rd Course, North Carolina Edition. Austin: Holt, Rinehart and Winston: 2005. 472, 545. Source for the following poems: "The Tropics in New York" by Claude McKay, page 472 and "Legal Alien/Extranjera Legal" by Pat Mora, page 545.

Beers, Kylene, and Lee Odell. *Elements of Literature*. 5th Course, North Carolina Edition. Austin: Holt, Rinehart and Winston: 2005. 1078. Source for the following poems: "The Latin Deli: An Ars Poetica" by Judith Ortiz Cofer, page 1078.

Beers, Kylene, and Robert E. Probst. *Notice & Note: Strategies for Close Reading*. Portsmouth, NH: Heinemann, 2013. Beers' text updates close reading strategies for those not lucky enough to be trained in them during the 70s. The techniques presented are linked to specific CCSS and show how to train students to analyze texts to look at not just what the meaning is, but how that meaning is created through the author's choices. The strategies work for low level and advanced students.

Campbell, Dr. Shireen. "Multicultural Children's Literature." Class lecture, CTI: Urban Encounters from Davidson College, Huntersville, NC, September 19, 2013.

Chappell, Kevin. "The New Great Generation to the South." *Ebony*, September 1998. <http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,custuid&custid=s8455861&db=mat&AN=916233&site=src-live> (accessed November 23, 2013). This is a second article about the reverse migration experience. It may be interesting for students to compare this article with the later one in 2011.

DeLeon, Jason. "Understanding Migrants Through the Things They Carried." By Celeste Headlee. *Tell Me More*. NPR, 90.7 WFAE.org, July 5, 2013. The interview with DeLeon can be connected to the website that shares his work, The Undocumented Migration Project, supported by the University of Michigan. Transcript is available at <http://www.npr.org/templates/story/story.php?storyId=199057094>

De Leon, Jason. "The Undocumented Migration Project." University of Michigan, 2013. <http://undocumentedmigrationproject.com/> (accessed October 30, 2013). This description is taken directly from the website: "Based at the University of Michigan, the Undocumented Migration Project (UMP) is a long-term anthropological study of undocumented migration between Mexico and the United States that uses ethnography, archaeology, and forensic science to better understand this clandestine social process." If a student is interested in this aspect of the immigration issue, this would be an excellent place to start discovering the identity of those who risk all to enter our country. \*\*Research activity and class discovery.

Elson, John. "The Great Migration." *Time* 142, no. 21 (November 16, 1993): 28. *MAS Complete*, EBSCOhost. (accessed October 30, 2013). Persistent link to this

record: <http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip.custuid&custid=s8455861&db=mat&AN=9311097568&site=src-live> .

This is another article that contextualizes American Society as one of immigrants. It is a survey of the major migration movements to and within the United States since the arrival of the first aboriginal peoples across the Bering Strait to the end of the 20<sup>th</sup> century. If you could locate the original publication, I am sure the photographs listed would add greater depth to the analysis. \*\*Research activity.

Ferenz, Kathleen and Donlan, Leni. *The American Dream, Lesson Overview*. Library of Congress, 1997. (accessed October 30, 2013). <http://www.loc.gov/teachers/classroommaterials/lessons/american-dream/>. This website provides access to important primary source documents as well as an integrated web-quest style group research project based on the idea of the American Dream. The structure of the group work, involving a variety of highly differentiated team jobs, and the cross-curricular products created make this a very appealing unit. It is standards-based across all states that have adopted Common Core and applies to grades 6-12.

Fisher, Douglas, William G. Brozo, Nancy Frey, and Gay Ivey. *50 Content Area Strategies for Adolescent Literacy*. Upper Saddle River, N.J.: Merrill/Pearson, 2007. The handbook is a worthwhile addition to the teacher's arsenal because the strategies are researched-based, useful, and appropriate for many content areas. It is organized so that the teacher in need of changing up a lesson can quickly locate an alternative method for presenting content and creating engagement.

Freiberg, H. Jerome, and Amy Driscoll. *Universal Teaching Strategies*. 4th ed. Boston: Pearson Education, 2005. The most applicable chapters in this text for my unit are 10, on grouping for instruction; 11, reflective teaching, students as shareholders; and 12, engaging students in content.

Hanes, Stephanie. "Immigration: Assimilation and the Measure of an American." *Christian Science Monitor*. 07 Jul 2013: n.p. *SIRS Issues Researcher*. (accessed October 30, 2013). <http://sks.sirs.com>  
Most schools have a subscription to the SIRS researcher site; check with your media center specialist for help. The article deals with the question of assimilation, which is a point of contention for opponents to immigration reform. The article provides useful historical context comparing assimilation models of earlier immigrant populations to current immigrants (post 1965). \*Research activity.

"How Do You Define 21st Century Learning?." *Education Week* 4.1 (2011): 32. *Education Week*. Web. 18 Nov.

2013. <http://www.edweek.org/tsb/articles/2010/10/12/01panel.h04.html> The short article features eleven responses from a wide spectrum of education professionals, some are even classroom teachers!

Jago, Carol, and Rosa Fonseca. *Elements of Literature: Resources for Teaching Advanced Students*. Austin, TX: Holt, Rinehart and Winston, 2006. Designed for the teacher of AP, Honors or other academically talented students, this handbook which accompanies the Elements of Literature Fifth Course textbook supplies helpful strategies for text analysis and also specific suggestions for questions, writing prompts and text-to-text connections.

Kanellos, Nicolás. *Hispanic Literature of the United States; a Comprehensive Reference*. Santa Barbara, CA: Greenwood Press, 2003. An excellent resource for a student or teacher who wants to acquaint him or herself with the breadth and scope of literature that falls under the imprecise label of "Hispanic" literature. It would provide an authoritative starting point to create a unit on Cuban writers, Chicano writers, or Nuyorican writers, among other subsets. Discussions are complete with brief but incisive analysis of major texts, themes and connections.

Kelly, Dr. Hilton. "Jim Crow Teachers." Class lecture, CTI: Urban Encounters from Davidson College, Huntersville, NC, October 24, 2013.

Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: a Rhetorical Reader and Guide*. 9th ed. Boston: Bedford/St. Martin's, 2004. The text is the primary source of model texts in my AP classroom. More current editions may or may not have the same selection of essays. However, I continue to find it a flexible resource for my purposes in an AP level class.

Meyer, Michael. "'A Cultural Case Study: Julia Alvarez's 'Queens, 1963'." In *The Bedford Introduction to Literature: Reading, Thinking, Writing*. 6th ed. Boston: Bedford/St. Martin's, 2002. 1084-1097. The case study is not available in the seventh and later editions. I have included online links to the poem:

From

wordpress, <http://creatureteacher.wordpress.com/2010/11/23/queens-1963/>

From another AP

teacher: <http://mrxavier.wikispaces.com/file/view/Queens,1963+Julia+Alvarez.pdf>

There are others, including a YouTube reading (not by Alvarez). The case study includes several primary documents detailing the evolution of the borough of Queens as a result of immigrants from all over the world settling in both its older and newly planned neighborhoods. The focus is on how immigrants assimilated

or not and the effect on their own identity and sense of self and their relationships with other immigrant groups in the face of white disapproval.

Miller, Denene. "The Great (Reverse) Migration." *Ebony* Vol. 67 Issue 1 (Nov2011): 124-131. *MAS Complete*, EBSCOhost (accessed October 30, 2013). Persistent link for this

source: <http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,custuid&custid=s8455861&db=mat&AN=67054606&site=src-live> .

The article is a lively narration of the experience of a black middle-class family re-migrating from New Jersey to suburban Atlanta. It includes information on the growth of urban southern cities due to the return south of the children and grandchildren of people who moved from south to north during the Great Migration of 1910-1970.

ProQuest Staff. "Immigration Timeline." *Leading Issues Timelines*. 2013: n.p. *SIRS Issues Researcher*. October 30, 2013. <http://sks.sirs.com> This excellent timeline is updated through July of 2013 at this writing. It contains live links for immediate researching of key terms and events. For students (and non-social studies teachers) it provides data and context for current immigration reform law debates. \*\*Research activity.

Reed, Ishmael. "America: The Multinational Society". New York: Atheneum Publishers, Macmillan, 1988.

I retrieved this article online from a CUNY presentation. The link is [http://academic.brooklyn.cuny.edu/modlang/carasi/via/ViaVol5\\_1Guest.htm](http://academic.brooklyn.cuny.edu/modlang/carasi/via/ViaVol5_1Guest.htm) .

In the introductory remarks edited by Daniela Gioseffi, several locations for print copies of the text are listed. If more background on Reed is desired, read the background information from *The Oxford Companion to African American Literature* as found on this Illinois University

site: [http://www.english.illinois.edu/maps/poets/m\\_r/reed/about.htm](http://www.english.illinois.edu/maps/poets/m_r/reed/about.htm)

Rodriguez, Richard. "The Fear of Losing a Culture." In *Border Texts: Cultural Readings for Contemporary Writers*, 597-599. Edited by Randall Bass. Boston: Houghton Mifflin, 1999. \*Used for group literature circle

Santiago, Esmeralda. "A Puerto Rican Stew." In *The Contemporary Reader*, 6th ed., 332-336. Edited by Gary Goshgarian. New York: Longman, 1999. \*Used for group literature circle.

Shannon, Sandira G. "A Transplant That Did Not Take: August Wilson's Views on the Great Migration." *African American Review* 31, no. 4 (Winter 1997): 659. *MAS Complete*, EBSCOhost (accessed October 30, 2013). Persistent link to this record: <http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,custid&custid=s8455861&db=mat&AN=74450&site=src-live> .

A thorough but readable analysis of playwright August Wilson's often controversial views regarding the Great Migration of African Americans, this article is a necessary pre-cursor to teaching his plays. Since I plan on my AP students reading *The Piano Lesson* as one of the only long-form fiction pieces in this unit, understanding Wilson's views of African-American internal migration will be essential to fully and accurately analyzing the play. It is a long article, so I may only have my students read parts of it.

St. Cyr, Peter. "American Dreamers." *Santa Fe Reporter* Vol. 40 Issue 34 (August 21, 2013): 17-23. *MAS Complete*. EBSCOhost (accessed October 30, 2013).

Persistent link for this

source: <http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,custid&custid=s8455861&db=n5h&AN=89932079&site=src-live> .

The article focuses on students and other young people who have grown up in the United States but who do not have legal immigration status. They have organized to support the DREAM Act and other reforms which will allow them to continue education, work and access other components of the 'American Dream'. There is irony in seeing the article in PDF format from the original print version: there are ads for enrolling in local colleges. \*Used for group literature circle.

U. S. Chamber of Commerce. "Immigration Myths and Facts." May 2011. (accessed October 30, 2013). <http://www.uschamber.com/reports/immigration-myths-and-facts>. \*\*Research activity. Download the twelve-page information guide. The Chamber is usually considered a conservative organization. Their information is an appropriate balance to that of the American Immigration Council or the Southern Poverty Law Center (Teaching Tolerance at [tolerance.org](http://tolerance.org) is a great site).

Vasquez, Dr. Mary. "Spanish Language and Identity." Class lecture, CTI: Urban Encounters from Davidson College, Huntersville, NC, September 12, 2013.

*Wylie Avenue Days*. Dir. Rick Sebak. Perf. unknown. WQED, 1992. DVD. The documentary provides necessary background information for students too young to remember segregation, and too frequently focused on the necessary negatives of the practice. Although hagiographic, the film helps students understand why blacks wanted to migrate to the North.



## **Student Reading List (in order of instruction)**

Day 1 (read in class)

Ishmael Reed, "America: the Multinational Society," critical essay

Day 2/3 (read at home, reread in class)

Langston Hughes, "The Merry-go-round" and "The Weary Blues," poems

Arna Bontemps, "A Black Man Talks of Reaping," poem

James Weldon Johnson, "My City," poem

Day 4 (read at home)

Zora Neale Hurston, "How It Feels to Be Colored Me," personal essay

Day 5-8 (assigned before unit begins, some parts reread in class)

August Wilson, *The Piano Lesson*, play

Sandra Shannon, "A Transplant That Did Not Take: August Wilson's Views on the Great Migration," critical essay

Day 9/10 (one read in class, one read at home)

Chappell, Kevin, "The New Great Generation to the South," magazine article

Miller, Denene, "The Great (Reverse) Migration," magazine article

Day 11/12 ("Queens 1963" read at home, others read in class)

Judith Ortiz Cofer, "The Latin Deli: An Ars Poetica," poem

Claude McKay, "The Tropics of New York," poem

Pat Mora, "Legal Alien/Extranjera legal," poem

Julia Alvarez, "Queens 1963" poem

Day 13/14 (all in class)

Jason DeLeon, "Understanding Migrants Through the Things They Carried," interview

Jason DeLeon, The Undocumented Migrants Project, website

Day 15/16 (read at home—groups will read one essay, not all four)

Acosta, Rolando Flores, "Seeking Unity in Diversity," essay

Rodriguez, Richard, "The Fear of Losing a Culture" essay

St. Cyr, Peter, "American Dreamers," newspaper article

Santiago, Esmeralda, "A Puerto Rican Stew," personal essay

Day 17-20 (done in school; specific articles for students to use \*\* above.)

Research activity using SIRS and NCWiseOwl for free research and to access articles listed in bibliography for information on immigration history and laws. Since Congress will be urged to take action on immigration reform in the winter and spring of 2013/2014, there should be several strong opinion pieces available for argument analysis.

## **Materials List**

### *Classroom supplies beyond the obvious items*

- Sticky notes for student polling and posting of questions for further research or inquiry
- Butcher paper or colored bulletin board paper and markers for literature circle presentations
- Writing journals for students to respond to warm ups, quick writes and other notes
- Plenty of paper for making copies of texts

### *Electronic supplies*

- Necessary: Computer access for all students at the point of the investigation of the “Undocumented Migrants” website and during the Research activity activities. If I can arrange it, I will use Ipads in class for some of the website investigations.
- Helpful: Projector—table top or ceiling mounted—for listening to interviews, showing videos and YouTube videos of poets reading, projecting warm ups and essential questions, assignments, watching the video
- Helpful: Document camera for projecting texts as they are analyzed or discussed
- Helpful: speakers for the classroom computer or a CD player for period music (Jazz, Latin music)