



**Running For Our Lives:
The Stories Of Children Who Escaped War And Conflict**

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The curriculum unit is recommended for American History, Civics and Economics and World History, grades 6-12

Keywords: immigration, migration, refugee, English Language learners, asylum

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

Synopsis: Throughout my teaching experience, I have met so many extraordinary students who moved to Charlotte due to some horrific circumstances in their native country. I have many students who have escaped war, gang violence, famine and other situations children should never have to face. Over the last few years, there has been a significant influx of students from the Democratic Republic of Congo, Somalia, Sudan, Syria and Venezuela. All of the students from the countries listed have unique experiences that should be shared with their peers. I think all students will have a better understanding of the effects on war and conflict if they hear it from others their own age. For this unit, I want to give my students a voice to express the obstacles they have had to overcome so other students as well as some faculty have a better understanding of why immigrants want to settle in the United States. In this unit, we will look at the history of immigration to the United States. In my general education classes, my students will discuss where their ancestors were from and try to determine why the latter also came to the United States.

I plan to teach this unit during the coming year to 180 students in 9th grade World History and 10th grade Civics and Economics.

I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.

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By Audrey Dorante

Introduction

Rationale

This unit is designed for all students in secondary social studies classes (American history, civics and economics and world history). The goal of this unit is to analyze the effect countries in conflict have on children and their need and desperation to flee to the United States. The students will be able to explain their unique experience so their classmates can comprehend their need to immigrate to the United States. This dialogue should help create a deeper understanding of recent immigration patterns to the United States because it will show the effect conflict had on them and why their families chose to leave their native country. This is a very important lesson for my English language learners and American students because some media outlets have portrayed immigration in a negative way. Some outlets would lead naïve people to believe that all immigrants are criminals or they want to take away jobs from American workers. However, that is not the case. Many immigrants are looking for a chance at a better life, especially those fleeing some type of conflict or hostile conditions in their native country. I want all of my students to have a better perspective of the conditions their peers faced and their reasons for leaving. This lesson also gives my ELL students an opportunity to share those obstacles they have overcome. My job as an educator is to show my students different perspectives other than what they might have been told by others or the media. With such a large ELL population at my school, it is important to provide some understanding of immigration policies that effect the United States, North Carolina and specifically Charlotte.

School/ Student Demographics

I am currently teaching at East Mecklenburg High School. My school is very diverse, both ethnically and socioeconomically. We have a variety of advanced programs including the International Baccalaureate Program since 1998, offering the Middle Years Program (grade 9 and 10), the Career Path Program and Diploma Program (grades 11 and 12). We also offer many Advanced Placement courses, which allow students the opportunity to receive college credit while attending high school. We also have a very successful Academy of Engineering and Career and Technical Education, which prepares students for post-secondary education and career opportunities in science, technology, engineering and mathematics (STEM) professions. We also have a large program for exceptional students that is designed to offer a core curriculum classes for students identified as having special learning needs related to a disability. For our English language learners (ELL), our program is based on sheltered instruction where the students take additional language arts classes throughout the year with their cohort. Their core classes focus heavily on increasing literacy and reading comprehension. We want them to learn the language as well as the skills necessary to become active, informed citizens of the United States.

I am currently teaching Sheltered Instruction Observation Protocol (SIOP) World History and Civics and Economics to English language learners and International Baccalaureate Middle Years Program World History. My current classes range from approximately 22 to 31 students. These are semester length classes so I have them for approximately 18 weeks. In my SIOP social studies classes, I intend to teach my students history, government and economics while helping them improve their English literacy skills. Our total ELL population at East Mecklenburg High School is approximately 219 students or 9.9% out of approximately 2200 students. My students come from many different countries including, Guatemala, Mexico, Honduras, El Salvador, Venezuela, Bolivia, Brazil, Syria, Democratic Republic of Congo, Ethiopia, Eritrea, Myanmar, Somalia and Nepal. They speak a variety of languages including Spanish, Portuguese, Arabic, French, Amharic, Tigrinya, Burmese, Karen, Chin (Myanmar), Somali and Nepali. Of these students, many have been in the country for less than two years, although some have been here quite longer but still need the English language learning accommodations. Since I have my ELL students for two years, I am able to observe measurable growth. I can determine their strengths, weaknesses and abilities over time. I also use their literacy comprehension scores from a database called Ellevation to determine the best way to relay any information to them. The chart (appendix 2) also helps me determine what my students are capable of doing based on their test scores. Many of my students are Students with Interrupted Formal Education (SIFE), which means that they were not in school for a significant amount of time. For example, I have some students who are of high school age and have never attended school before.

I have access to bilingual dictionaries and technology in my classroom, which makes it easier to translate information to my students. Unfortunately, I have some students who cannot read in their native language but technology has made it a lot easier to help all of my students grasp the topics. I want to ensure that I am accurately providing my students with the correct information in a way that allows them to truly comprehend the unit.

Unit Goals

There are several unit goals I would like to accomplish. Very few people get the opportunity to hear stories from immigrants about why they came to the United States. I would like to show all of my students how wrong some portrayals of immigrants in the media have been recently. I believe providing them the unique perspective of hearing their peers discuss their experiences will create an engaging and insightful lesson. Too often, students are easily manipulated into forming an opinion that is not truly their own. They do not get an opportunity to do the research and decide on their own how they feel about immigration. In this unit, I will provide background information and the students will hear many different stories from their classmates. This will allow them to become better informed and generate their own opinion. The essential questions I would like to answer in this unit include:

- Why do people choose to immigrate to the United States?
- What historical events have led to mass immigration to the United States?
- What was life like for my English language learning students in their native country?
- What obstacles did they have to face in their native country?

I want my students to understand that the United States is a “tossed salad” of beautiful ethnicities. Many of these groups came to the United States in search of a better life and better opportunities. I also want them to understand that American identity was created by the combination of so many different ethnicities who helped build this country into what it is today. My goal is to have students hear from their peers why immigration to the United States has been vital to their survival. I want to bring to light the hardships and sacrifices immigrants have been forced to endure to come to the United States.

Content Research

Introduction

"Give me your tired, your poor, your huddled masses yearning to breathe free, the wretched refuse of your teeming shore. Send these, the homeless, tempest-tost to me, I lift my lamp beside the golden door!"¹

This statement is located on the Statue of Liberty, a universal symbol of freedom and democracy that welcomed immigrant and refugees with a promise of freedom and opportunity. As conflicts, famine, war, natural disasters have plague different parts of the world, the United States would welcome those who needed refuge. Although there have been increased restrictions, families are still arriving from all over the world seeking the so-called “land of opportunity.” Many are hoping to live in an environment that is safe from violence with access to quality education, health care and food. As an English language learner teacher, I have heard many stories from my students about their reasons for migrating to the United States. Listening to their account of what they endured in their native counties, as well as what some had to undergo to get here is incredible. Immigration is a topic included in the curriculum in all core high school social studies classes (world history, civics and economics and American history) in the state of North Carolina. We can use the experience of our English language learning (ELL) students, while preserving their anonymity, to discuss the importance to continue immigration to the United States for those in need. This will allow our ELL students to have a voice and create a safe space to discuss their experiences. This is also a great opportunity for their peers to comprehend the struggle of others at their school.

History of United States Immigration Policies and Current Patterns

United States immigration policies have changed a great deal since its founding in 1776. With many people choosing to flee their homeland due to famine, job shortages, conflict and the lack of personal freedoms, the United States seemed like a positive alternative. However, due to negative feeling and perceptions about various ethnic groups, the United States began reforming their immigration policies. In the late 19th century. Two acts prohibited specific Asian immigrants from coming to the United States (The Chinese Exclusion Act and the Asiatic Barred Zone Act). In 1921, the United States began setting quotas to limit people emigrating from areas outside of the western hemisphere. Three years later, the quotas included those emigrating from eastern and southern Europe. Limits on immigration from Latin America did not really begin until 1965 with the passage of the 1965 Immigration and Nationality Act. Subsequent decades show a shift in policy that focused on helping refugees and giving them temporary protective

status, essentially allowing them to stay in the United States. However, the policies became more restrictive following the September 11, 2001 terror attacks with new policies focused on tightening boarder control and narrowing admissions eligibility.² Furthermore, the election of President Donald Trump led to even more restriction on immigration from specific, targeted parts of the world. He has tried to further tighten border security and attempted to limit or bar immigration from several countries.

According to the Pew Research Institute, in 2017 there were 44.4 million immigrants living in the United States. This accounted for approximately 13.6% of the total U.S. population. In the past 27 years (1990-2017) the numbers of migrants more than doubled. Many migrants are coming from South and East Asian and Latin America but the majority are coming directly from Mexico.³ Based on the trends of immigration, many people are coming to the United States to escape a variety of negative events taking place in their native countries. They are looking for the opportunity for life, liberty and the pursuit of happiness they believe they can obtain in the United States.

Reasons to flee

People leave their homes, their families and the life they know behind from many different reasons. War, poverty, famine and gang violence are just a few of the reasons why many seek refuge in the United States. At my school, there has been a significant increase in immigrants coming from various countries in Africa, The Middle East and Latin America. Many of my students have endured a variety of hardships in their native country, which propelled their families to migrate to the United States. Their unique stories give an in-depth depiction on what they have undergone. Although many have left so much behind, their families were willing to risk everything to allow them opportunities they did not have before. In most instances, the push factors outweigh the pull factors. To effectively teach this lesson, it is important to look at recent events occurring in these particular countries.

Over the few years, there has been a significant increase of students coming from Central and South America. According to U.S. Congressional Research Service, many people are fleeing the area known as the Northern Triangle (Guatemala, Honduras and El Salvador) due to increasing levels of poverty, unstable and corrupt governments and rising levels of crime. Guatemala and Honduras also dealt with an increased threat of earthquakes and droughts, which has a significant effect on agriculture. Approximately one-quarter of the population works in agriculture in some capacity; this has a substantial effect on already unstable economies⁴. Venezuela's recent economic struggles has led to a further increase migration. Having the world's largest oil reserves, Venezuela was able to keep their market thriving for a long time. The drop in oil prices in 2014 led to a drastic shift in their economy with significant repercussions including a profound recession and hyperinflation. This has caused a variety of problems including food scarcity, a decrease in quality healthcare and a significant rise in crime.⁵ Many people are leaving certain countries in Central and South America for better opportunities.

Terrorism, drought and famine have led many people to leave the continent of Africa. We have a small, yet growing population of Somali students who are coming to escape the issues above. In 2011, a substantial drought led to excessive famine. Many families fled to neighboring

countries seeking relief. However, when they returned home, they had some difficulty resettling. In addition, the Al-Shabaab terrorist organization has a significant amount of control in various territories.⁶ Eritreans have dealt with decades of war and conflict since it gained its independence in 1993. Living under a totalitarian regime, people are denied basic human rights. Any form of political activism will lead to an immeasurable prison sentence with no communication with the outside world whatsoever. In addition, the government forces the citizens into mandatory indefinite conscription.⁷ Given these problems, it is understandable that many are seeing refuge in other countries.

Syria has had a significant humanitarian crisis for approximately eight years, stemming from a long civil war. There are several terror organizations fighting to oust President Bashar al-Assad and his corrupt regime. To subdue these terrorist groups, President al-Assad has staged chemical attacks on civilian areas. Millions have fled Syria to escape this extreme brutality.⁸ At this time, it appears that this civil war will continue with no end in sight. While many Syrian people have moved to neighboring counties like Jordan and Turkey, many families come to the United States to keep their children safe and seek better opportunities.

Instructional Implementation

This instructional lesson plan covers a significant portion of my Civics and Economics unit on citizenship and immigration (unit 1) and my World History unit on 21st Century Issues (unit 8). However, it can be used in a variety of social studies classes with some minor adjustments. Since the majority of my students are English language learners at different reading, writing, speaking and comprehension levels, the curriculum contains modifications to adapt to their unique needs. To properly address this topic, it is important to have an initial discussion on immigration. We will discuss myths about immigration and stereotypes about immigrants. To debunk many of these myths and stereotypes, the students will have an opportunity to learn why people, especially their peers migrated to the United States. The student will conclude the lesson with an opportunity to explain their thoughts and feelings about what they had previously perceived about immigration and their thoughts following this lesson.

Teaching Strategies

There are several different teaching strategies I will use throughout this lesson that I feel are appropriate for the students and courses I have. For my ELL students, I will have them do some research on their native country and complete an additional writing assignment about their country and their journey to the United States. Once complete, we will create animated videos using Adobe Spark. This will give them an opportunity to share their stories while allowing them to have some anonymity. These videos will serve as an excellent primary source for all immigration lessons. The students viewing these videos will be able to hear the immigration experience of their peers. My hope is that this will allow all student to gain a deeper understanding of the significance of immigration and how it has affected those at our school.

In my general education classes, I will have my students do some research on where their families migrated from. To complete this assignment, the students will have to ask their parents

if they are unsure. For my students who are unable to determine ancestry, I will allow them to do research on a country of their choice after further discussion with each student.

Once my SIOP students have completed their videos, the next phase of the lesson will continue in all general education classes. To have a better understanding of the content, the students will read a few articles about each country listed. They will do a few different activities ensuring comprehension. For all of my classes, the activities include vocabulary, reading a few articles, viewing a PowerPoint presentation, conducting a Socratic seminar and completing a writing portion.

Four Square Vocabulary

I always start every ELL unit with vocabulary because I want my students to be familiar with the terms will be using before we begin the lesson. I use a variation of the Marzano Four Square Method. The four boxes include the term, the definition in English, the work in their native language and the term used in a sentence in English.

PowerPoint Presentation

The students will view a brief PowerPoint presentation on immigration to aid in background information and provide connections to the vocabulary terms. They will look at statistics and analyze political cartoons regarding immigration. During the PowerPoint presentation, I will take the time to explain and discuss each slide.

News articles from Newsela

The students will read several articles from several articles about immigration. This source is fantastic because I can find relevant articles at various reading levels. This is a great source to differentiate instruction for my students based on their abilities. They will be divided into different stations so they have an opportunity to read each article and discuss their thoughts and opinions with their peers.

Research

The students will have an opportunity to research information about their native countries. For my ELL students, they be able to gather information and use their own experiences to complete their assignment. My general education students will gather information about their ancestry from their parent/guardian. If they are unable to do so, I will make some adjustments so they can participate in the activity.

Adobe Spark videos (SIOP/ELL classes only)

My ELL classes will create videos based on their experiences in their native countries. They will explain the push and pull factors that caused them to leave their homes and come to the United States. This assignment is very similar to PowerPoint so they will need to do some research to accurately explain the situation in their native country. Once this is completed, they will create

the voice over so they have an opportunity to share their story but still have complete anonymity. This assignment allows my ELL students to work on their writing and oral communication abilities.

Socratic Seminar

Once Adobe Spark videos are completed, all of my classes will view the videos. This will lead to the discussion portion of the lesson. This roundtable part of the lesson will allow students the opportunity to discuss what they learned about each situation their peers were dealing with in their native countries and why their families have chosen to leave.

Writing Prompt

The students will complete a writing prompt using the RAFT writing strategy. This will allow them to understand their roles as writers, the audience they will address, the format of the writing assignment and the topic they will be writing about. The length of the RAFT will be adjusted to differentiate between my IB MYP and SIOP classes.

Classroom Lessons/Activities-

Lesson 1- Vocabulary and Immigration PowerPoint

Purpose and Objective:

This lesson will focus on students learning the purpose and significance of immigration. Students will understand push and pull factors, statistics on immigration. They will also view a few political cartoons regarding immigration.

Estimated Time: 1- 90-minute class period.

Procedure:

1. This lesson will begin with a discussion on immigration. I will pose several questions to lead discussion.
 - a. What is immigration?
 - b. Why do you think people leave their homes to come to the United States?
 - c. Why has immigration become such a hot button issue in the United States?
2. We will then read an article together and have a class discussion.
 - a. Teaching Tolerance- Ten Myths about Immigration (See Appendix 3)
3. There are several vocabulary terms the students need to identify. (See Appendix 4)
4. The students will then view a PowerPoint presentation which provides information about immigration. Students will understand push and pull factors that have led to an increase in immigration. They will have to opportunity to view statistics and political cartoons regarding immigration. (See Appendix 5)
5. The students will be divided into groups and read several articles regarding immigration. The articles are initially accessed through the online database *Newsela* and are differentiated based on their reading levels and abilities. The students will then participate in discussions with their group regarding the articles they just read. Once

complete, we will have a full group discussion about what they just learned. (See Appendix 6)

6. Homework: My general education students will complete a homework assignment where they must ask their parent/ guardian about their ancestry. (This might be difficult for some but adjustments can be made when necessary). My SIOP/ESL students will ask their parents additional questions to learn more about why they immigrated to the United States. (Appendix 7)

Lesson 2- Research

Purpose and Objectives:

My SIOP students will begin to do research on their native countries. Once completed, they will be able to describe a brief history of their country. They will also be able to describe what recent events led their families to flee. My general education students will use the information they gathered from their parent/ guardian about their ancestry to conduct their research. Some of my students may struggle with this activity due to lack of knowledge about their ancestry (African American students, children of adoption) but adjustments will be made so everyone can participate.

Estimated Time: 1- 90-minute class period

Procedure:

1. The students will use the knowledge they learned from their previous homework assignment to begin research about their country. The students will be given several credible resources to begin framing their narrative.
 - a. Resources:
 - i. Central Intelligence World Factbook
 - ii. National Public Radio
 - iii. The Learning Network- New York Times
 - iv. Save the Children

Lesson 3- Adobe Spark Video

Purpose and Objectives:

My ELL students will create their Adobe Spark video discussing their immigration story. Once completed, my IB MYP and SIOP classes will watch several videos, each reflecting a different location/ reason for immigrating.

Estimated Time: 2- 90-minute class periods (SIOP classes only)
1- 90-minute class period (IB MYP classes)

Procedure:

1. My SIOP (ELL) classes will create their 4 to 6-minute Adobe Spark video in class. They will follow the directions on the handout with assistance and support from the teacher and their peers (Appendix 8).

2. Once completed, the videos will be viewed in class. To preserve anonymity, students will not view any of the videos from students in their particular class without permission. I want to make sure the students feel comfortable sharing their stories with their peers.
3. We will have a group discussion (Socratic seminar) about each immigration story. The students will get an opportunity to discuss what they learned about their peers.

Lesson 4- Immigration Writing Prompt

Purpose and Objectives:

This lesson gives the students the opportunity to take all the information they learned in this unit and write an expressive letter to U.S. Congress. The students will have to form an opinion and decide whether or not they will ask Congress for leniency for immigrants or to keep the current policies as they are.

Estimated Time: 1- 90-minute class period

Procedures:

1. The students will be given the writing prompt based on their abilities.
R- You are writing a letter about the issue of immigration
A- U.S. Congress
F- letter (ELL- 2 to 3 paragraphs, IB MYP- 5 paragraphs)
T- Our country is divided in its opinion on the issue of immigration. Based on everything you have learned in this unit, what is your opinion on this matter.
2. My SIOP/ELL classes will write 2 to 3 paragraph letter and my IB MYP class will write 5 paragraphs letter. (See Appendix 9)

Assessments-

The students will receive a formal assessment based on the entire unit (Citizenship and Immigration- Civics and Economics/ 21st Century Issues- World History) included. For this 3 to 4-day lesson, the written piece regarding their opinion on immigration will be their assessment. (See appendix 9)

Appendix I: Teaching Standards

NC Standards

American History II

AH2.H.3.2 Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the United States since the end of Reconstruction (e.g., gold rush, destruction of the buffalo, reservations, ethnic neighborhoods, etc.).

This unit addresses this standard because immigration has become a significant topic in the United States. This lesson focuses on the patterns of migration throughout history.

AH2.H.8.3 Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” since Reconstruction (e.g., immigrants, Flappers, Rosie the Riveter, GIs, blue collar worker, white collar worker, etc.).

The “American Dream” is a concept that many people believe in, including the vast numbers of immigrants who come here every day. However, the perception and reality can be contradictory. This lesson allows students gain a better understanding of immigrants.

Civics and Economics

FP.C&G.2.7 Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare (e.g., taxes, immigration, naturalization, civil rights, economic development, annexation, redistricting, zoning, national security, health care, etc.).

The United States has been inclusive and exclusive, regarding immigration at different times in history. Different immigration policies in history will be discussed in this lesson.

FP.C&G.4.5 Explain the changing perception and interpretation of citizenship and naturalization (e.g., aliens, interpretations of the 14th amendment, citizenship, patriotism, equal rights under the law, etc.).

There have been many significant changes to U.S. immigration policies. This lesson will look at some of those changes and determine why they occurred.

World History

WH.H.8.6 Explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States (e.g., U.N. Declaration of Human Rights, end of Cold War, apartheid, perestroika, glasnost, etc.).

United States policies have changed throughout history. Due to human rights violations in various countries, the United States has allowed refugees and those with temporary protective status to live here. This lesson addresses this topic because many of my students are refugees and will be able to share their extraordinary stories.

WH.H.8.7 Explain why terrorist groups and movements have proliferated and the extent of their impact on politics and society in various countries (e.g., Basque, PLO, IRA, Tamil Tigers, Al Qaeda, Hamas, Hezbollah, Palestinian Islamic Jihad, etc.).

Many refugees attempt to flee with homelands due to terrorist groups and movements. In this unit, students will look at this push factor to gain a better understand about why people emigrate to the United States.

Appendix 2: WIDA Chart- used to determine ability levels for English language learning student based on various communication skills.

WIDA [®] CONSORTIUM		Can Do Descriptors: Grade Level Cluster 9-12				
		For the given level of English language proficiency and with visual, graphic, or interactive support, through Level 4, English language learners can process or produce the language needed to:				
		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	SPEAKING	<ul style="list-style-type: none"> Point to or draw back parts, components, features, characteristics, and properties of objects, organisms, or persons named orally Match auditory oral information to pictures, diagrams, or photographs Group words by common traits named orally (e.g., "These are polygons.") Identify names, places, products, signs, items and statements and visuals 	<ul style="list-style-type: none"> Match or classify and descriptions to oral life experiences or visually represented, common cultural concepts Test oral language statements according to true-false Answer orally according to oral directions 	<ul style="list-style-type: none"> Evaluate information in social and academic conversations Distinguish main idea from supporting points in oral, common cultural discourse Use listening strategies described orally Compare common based concepts described orally 	<ul style="list-style-type: none"> Distinguish between multiple meanings of oral words in phrases in social and academic contexts Analyze common cultural traits or comparisons based on oral discourse Generate examples of given oral stimuli Compare traits based on visual and oral descriptions using specific and some technical language 	<ul style="list-style-type: none"> Interpret cause and effect statements from oral discourse Make inferences from oral discourse containing main, support, or focus Identify and react to subtle differences in speech and register (e.g., hyperbolic, ironic, condescending) Evaluate intent of speech and act accordingly
		<ul style="list-style-type: none"> Answer orally to direct questions within context of known or personal experience Provide identifying information about self Draw visually objects and people (e.g., vocabulary) Repeat words, short phrases, memorized chunks of language 	<ul style="list-style-type: none"> Describe persons, places, events, or objects Ask WH questions to clarify meaning Give features of common based material (e.g., time periods) Characterize issues, situations, regions shown in illustrations 	<ul style="list-style-type: none"> Suggest ways to solve issues or give solutions Compare/contrast known items, characteristics using general and some specific language Answer questions, cycles, procedures, or events Conduct interviews to gather information through oral interaction Examine, make predictions or give hypotheses from models 	<ul style="list-style-type: none"> Take a stance and use evidence to defend it Explain common cultural issues and concepts Compare and contrast points of view Analyze and draw given and some oral data Use and respond to group, class, and classroom register Use speaking strategies (e.g., circumlocution) 	<ul style="list-style-type: none"> Use multimedia and presentation to grade-level material Engage in debates on common cultural issues using technical language Explain meta-cognitive strategies for solving problems (e.g., "Tell me how you know it?") Negotiate meaning in pairs or group discussions
		<ul style="list-style-type: none"> Match visual representations to words/phrases Read everyday signs, symbols, schedules, and school-related words/phrases Respond to WH questions related to illustrated text Use information (e.g., picture dictionaries, bilingual glossaries, technology) 	<ul style="list-style-type: none"> Match day-to-day information with its source in given (e.g., descriptions of climate as it would be in periods, orbit) Classify or organize information presented in visuals or graphs Follow multi-step instructions supported by visuals or data Match sentence-level descriptions to visual representations Compare common cultural features in visuals and graphics Locate main idea in a series of related sentences 	<ul style="list-style-type: none"> Apply multiple meanings of words/phrases in social and academic contexts Identify topic sentences or main ideas and details in paragraphs Analyze questions about explicit information in text Differentiate between fact and opinion in text Order paragraphs of sequential information within paragraphs 	<ul style="list-style-type: none"> Compare/contrast author/points of view, characters, information, or events Interpret visually or graphically supported information Take meaning from text Match cause to effect Evaluate usefulness of data or information supported visually or graphically 	<ul style="list-style-type: none"> Interpret grade-level literature Synthesize grade-level expository text Draw conclusions from different sources of informational text Take significance of data or information in grade-level material Identify evidence of bias and credibility of sources
		<ul style="list-style-type: none"> Label personal cultural diagrams, pictures from word/phrase banks Provide personal information on forms and orally Produce short answer responses to oral questions with visual support Imagery writing words in short sentences 	<ul style="list-style-type: none"> Make common cultural lists of words, phrases, or responses Take notes using graphic organizers or models Introduce points, details and WH questions from models Compare and contrast given (e.g., names, events, items) 	<ul style="list-style-type: none"> Complete reports from samples Compare their narratives and responses given Outline ideas and details using graphic organizers Compare and reflect on performance against criteria (e.g., rubric) 	<ul style="list-style-type: none"> Summarize common cultural notes from lessons or text Revise work based on narrative or oral feedback Compare narrative and responses text for a variety of purposes Justify or defend ideas and opinions Produce common cultural reports 	<ul style="list-style-type: none"> Produce research reports from multiple sources Create original pieces that represent the use of a variety of genres and discourse Critique, generate and make recommendations on student writing from rubrics Explain, with details, phenomena, processes, predictions

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language development standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. language forms and conventions; and 3. vocabulary usage) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

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Appendix 3: Ten Myths about Immigration article from Teaching Tolerance

Teaching Tolerance Staff. "Ten Myths about Immigration: Debunk the misinformation students bring to school and help them think for themselves." Teaching Tolerance: Issue 39, Spring 2011. <https://www.tolerance.org/magazine/spring-2011/ten-myths-about-immigration>

Appendix 4: Vocabulary (template and terms)

TERM	TERM USED IN A SENTENCE
DEFINTION	TERM IN NATIVE LANGUAGE

citizen
diaspora
English language learners
immigrants
migration
naturalization
refugee
scapegoat

discrimination
diversity
stereotyping
unauthorized
undocumented

Appendix 5: Immigration PowerPoint Presentation

Immigration

What is immigration?

Immigration is the movement of people from one country or region to another in order to make a new home.



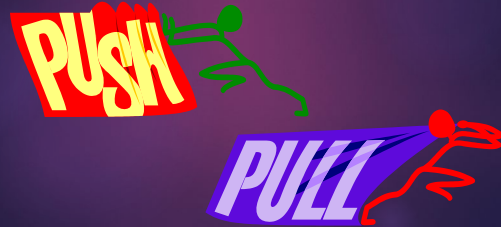
What is an immigrant?

An immigrant is a person who moves from one country or region to another in order to make a new home.



Why do people move?

People immigrate because of push factors or pull factors.



What are pull factors?

Pull factors are things that pull people to move to a new area.



What are push factors?

Push factors are things that push people to leave.



Statistics

WE WILL LOOK AT THE NEXT
THREE CHARTS AND DISCUSS
EACH ONE

Chart 1: Reasons that have pushed people to leave their homes in the past

- What are some reasons people have moved to the U.S. in the past?

Reasons that have pushed people to leave their homes in the past

Who	When	Number	Why
Irish	1840s-1850s	About 1.5 Million	Potato crop failure and famine
Germans	1840s-1880s	About 4 Million	Economic depression, unemployment and political instability
Danes, Norwegians, and Swedes	1870s-1900s	About 1.5 Million	Poverty and shortage of farmland
Poles	1880s-1920s	About 1 Million	Poverty, political repression, and a cholera epidemic
Jews from Eastern Europe	1880s-1920s	About 2.5 Million	Religious persecution
Austrians, Czechs, Hungarians, and Slovaks	1880s-1920s	About 4 Million	Poverty and overpopulation
Italians	1880s-1920s	About 4.5 Million	Poverty and overpopulation
Mexicans	1910-1920s	About 700,000	Mexican Revolution in 1920; low wages and unemployment

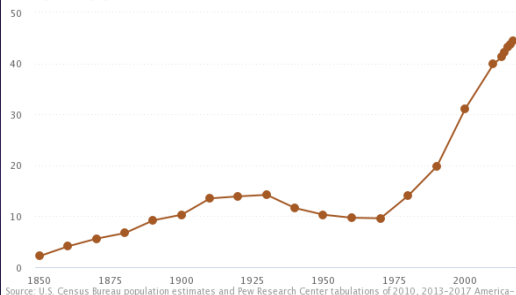
► Source: World Book Encyclopedia

Chart 2: Foreign-born population in the United States, 1850-2017

- Why has there been such a huge increase of people migrating to the United States? (use prior knowledge from previous classes)

Foreign-born population in the United States, 1850-2017

Foreign-born population, in millions



Source: U.S. Census Bureau population estimates and Pew Research Center tabulations of 2010, 2013-2017 American Community Surveys (ACS).

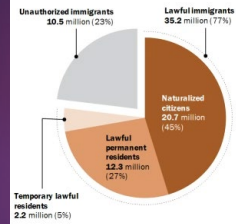
PEW RESEARCH CENTER

Chart 3: Unauthorized immigrants are almost one quarter of the U.S. foreign-born population

- Why do you think people are illegally coming to the U.S.?

Unauthorized immigrants are almost a quarter of the U.S. foreign-born population

Foreign-born population estimates, 2017



Note: Figures for the total and subgroups differ from published U.S. Census Bureau totals because census data have been augmented and adjusted to account for undercount of the population. All numbers are rounded. Unauthorized immigrants include some with temporary protection from deportation under Deferred Action for Childhood Arrivals (DACA) and Temporary Protected Status (TPS), as well as pending asylum cases.

Source: Pew Research Center estimates based on augmented U.S. Census Bureau data.

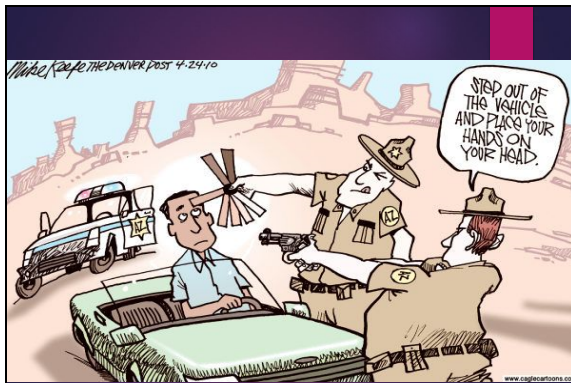
PEW RESEARCH CENTER

Political Cartoon Analysis

Political Cartoon Analysis

For EACH of the 3 political cartoons, answer the following questions:

1. What is the message of the cartoon?
 - a. How do you know? What symbols are there?
2. What questions does the cartoon raise about immigration?
3. What do you think of the cartoon?



Graph Analysis

On the next slide there is a graph showing how America has changed and will likely change over the next 50 years.

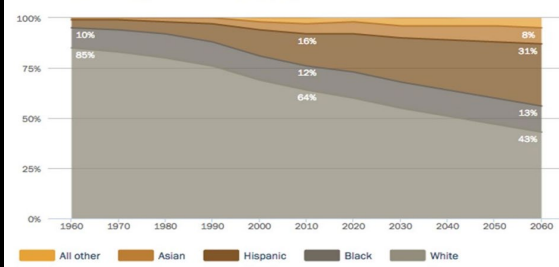
Answer the following questions in your notes

- 1) Compare and contrast the America of 1960, 2010, and 2060. What trends do you see in terms of racial groups?
- 2) Make two predictions about how this will change American culture. How will American language, cuisine, values, etc evolve?

4 minutes

Changing Face of America

Percent of total U.S. population by race and ethnicity, 1960-2060



Appendix 6: Articles accessed from Newsela

Campbell, Monica. Teen who migrated to U.S. border to escape gangs hopes to join his mom. *Public Radio International*. February 19, 2019. <https://newsela.com/read/teen-journey-to-us-border/id/49505/>

Erbeling, Rebecca. World's many refugees need help; the U.S. must do more. *Washington Post*. February 8, 2018. <https://newsela.com/read/holocaust-promise-refugees/id/40109/>

Latino Immigration to the United States: Economic Factors. *National Park Service*. June 15, 2017. <https://newsela.com/read/lib-latino-us-immigration-economic-factors/id/31641/>

Lazo, Luz. For migrant kids, it takes bravery and hope to reach the U.S. *Washington Post*. October 16, 2019. <https://newsela.com/read/migrant-kids-hope/id/2000000021/>

Surges and slips: Immigration in America over 200 years. *Associated Press*. January 30, 2017. <https://newsela.com/read/immigration-primer/id/26265/>

U.S. immigration debates are not unique to the 21st century. *Smithsonian*. February 23, 2017. <https://newsela.com/read/smi-literacy-tests-immigration-act-1917/id/26846/>

Appendix 7: Immigration Questionnaire

GENERAL EDUCATION STUDENTS:

Directions: There is a story behind every decision to migrate. Interview your parents to determine where you come from. Some questions may be difficult to answer but try your best to answer as many questions as you can.

1. What do you know about your family's reason for coming to the United States?
2. Where is your family from? (It could be more than one location)
3. When did your family arrive?

SIOP/ELL STUDENTS

Directions: These is a story behind every decision to migrate. Interview your parent/guardian to determine why your family came to the United States. Some questions may be difficult to answer but try your best to answer as many questions as you can.

1. Why did your family choose to immigrate to the United States?
2. What was your life like in your native country?
3. How is your life different now?

Appendix 8: Adobe Spark Directions

Immigration Story Video Planning and Instructions

We are going to design a video your reasons to immigrate to the United States. In order to do that we need to get comfortable with the technology and understand how it works. We also need to plan everything out in order to make the process easier.

Step 1: Getting to Know Adobe Spark

Part 1: Signing Up

Go to www.spark.adobe.com

- Click on “Start Now” in the upper right hand corner. When it asks you how to sign up select “Log in with school account”
- Then click “Continue with Google” and because you are already logged into your CMS account it should bring you in. If not enter your information above.

Part 2: Creating a Video

- Click on the big blue plus sign at the top of the screen.
- On the next screen, you want to select “Videos” from near the top
- Then scroll down until you find one label “Teach and Study”. Click on that one.
- It will then ask you to name your video. Call it Immigration Story with your last name at the end.
- The next screen you will see a bunch of pictures that are different templates. Hit the slide over button and then select the “Teach a Lesson” option.

Part 3: Building Your Video

This works a lot like PowerPoint or Google slide show. That should make it easy to use and cut down on problems. However, here a couple quick tips to make it easy to use.

Adding Slides: Click on the plus sign in the box on the lower left side.

Adding Images: Click on the plus sign in the middle of a slide. Then click on “Photo”. On the side bar you can get pictures from many places. **TIP: Find pictures from Google Images and save them to your Drive. You can then pull the pictures from there.**

Adding Text: Click on the plus sign in the middle of a slide. Then click on “Text”. You will then find a big box with a typing cursor. You can then start typing and adding text. At the top of the box you can change the size of the type as you need it.

Adding Voiceovers: Click on the microphone picture at the bottom of the slide. If you hit that button it will record you until you let go. This allows you to record for each slide separately and not about having to edit and line things up. Your Chromebook should have a built in microphone. **TIP: You should be sharing more information in your voiceover and not the words on the screen. DO NOT SIMPLY READ THE PAGE!**

Changing Slide Types: If you want to change the layout of the slide you need to click on the slide you want to change and then select on the layout from the right hand side. **TIP: Your slides should mostly be the split screen option. That will make it easier to add text and images.**

Step 2: Planning

Topic/Ideas	Information-Use this space to figure out what text you want on the screen and what you plan on saying in the voiceover.
Your Country: Important information about your country	
Push Factors: What factors caused you to leave your native country?	
Pull Factors: What factors led to you moving to the United States?	
Life in the United States: What has life been like for you in the U.S. so far: <ul style="list-style-type: none">• Positive and negative experiences	

*Additional Information: What additional information would you like people to know about you?	
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Appendix 9: Writing Prompt- RAFT

R- You are writing a letter about the issue of immigration

A- U.S. Congress

F- letter (ELL- 2 to 3 paragraphs, IB MYP- 5 paragraphs)

T- Our country is divided in its opinion on the issue of immigration. Based on everything you have learned in this unit, what is your opinion on this matter.

RAFT Rubric

	4	3	2	1
Accuracy (use of evidence from literature)	Information, details in RAFT always accurate. Properly reflects information discussed in this unit.	Provides accurate information in RAFT but could use more support.	Provides information in RAFT that has some inaccuracies or omissions.	Provides information in RAFT that is incomplete and/or inaccurate.
Perspective	RAFT maintains clear, consistent point of view, tone, and ideas relevant to role played; ideas and information always tied to role and audience.	Explains how character would feel about the event(s) and characters	Shows little insight into how character would feel or act during the event(s).	Does not accurately develop characters, thoughts or reactions to the event(s).
Focus	RAFT stays on topic, never drifts from required form or type; details and information are included that are pertinent only to developed purpose.	Spends most of the RAFT discussing issues on topic, but occasionally strays from the focus.	Spends some time discussing issues off topic.	Spends most of RAFT on issues that do not directly deal with assignment

Format	Format is correct. Typed 12 pt. font and paragraph requirement are all met.	Format is mostly correct. Typed 12 pt. font and paragraph requirement are mostly met.	Format is somewhat incorrect. Typed 12 pt font and paragraph requirement are not all met.	Format is incorrect. Typed 12 pt. font and paragraph requirement are not met.
Mechanics	Writing contains few to no fragments, run-on sentences; rare errors or mechanical mistakes; writing is fluent.	Writing contains some fragments, run-ons or other errors; occasional mistakes; writing is generally clear.	Writing contains several sentence errors and mechanical mistakes that may interfere with ideas and clarity of ideas in writing.	Writing contains mechanical mistakes; is marred by numerous errors.

A+ (20) A (19) A- (18) B+ (17) B (16) B- (15) C+ (14) C (13) D (12)
F (11 and below)

Student Resources

- Central Intelligence World Factbook. <https://www.cia.gov/library/publications/the-world-factbook/>. This website provides a tremendous amount of information about various countries. It is an excellent tool for research on countries around the world.
- National Public Radio. <http://www.npr.org>. This resource provides relevant, unbiased current events from all over the world. The website provides articles and podcast about various issues.
- Save the Children. <https://www.savethechildren.org>. This resource has several articles about different events effecting children occurring all over the world. It is an excellent resource for students to learn more about the why people flee their homeland and come to the United States.

Teacher Resources

- Discovery Education. www.discoveryeducation.com. This website offers a tremendous amount of information about different historical events and conflicts. It offers videos, articles, interactive activities and lesson plans.
- Newsela. <http://newsela.com>. This is an excellent resource for all classes. It offers reading material are varying levels of complexity to meet the needs of all students.
- Public Broadcasting Service Learning Media. <https://www.pbslearningmedia.org/>. This website it a wealth of information regarding current events in the United States and around the world.
- Teaching Tolerance. <https://www.tolerance.org/>. This website has a lot of information about immigration. There are countless articles and many lesson plans that can be used for a variety of classes.
- The Learning Network- New York Times. <https://www.nytimes.com/section/learning>. This is an instructional tool, which offers classroom resources with New York Times content. The content can have some bias so all information needs to be evaluated and adjusted based on personal preferences.
- Unauthorized Immigrant Populations by Country and Region, Top States and Counties of Residence, 2012-16. Migration Policy Institute. This interactive map, based on Migration Policy Institute (MPI) estimates, shows the top states and counties of residence for unauthorized immigrants in the United States based on their country or region of origin. <https://www.migrationpolicy.org/programs/data-hub/charts/unauthorized-immigrant-populations-country-and-region-top-state-and-county>

Notes

¹ Emma Lazarus, "The New Colossus," Statue of Liberty: National Monument New York, National Park Service, last modified August 14, 2019.

<https://www.nps.gov/stli/learn/historyculture/colossus.htm>.

² D'vera Cohn, "How U.S. immigration laws and rules have changed history," Pew Research Center, September 30, 2015, <https://www.pewresearch.org/fact-tank/2015/09/30/how-u-s-immigration-laws-and-rules-have-changed-through-history/>.

³ Jynnah Radford and Luis Bustamante, "Facts on U.S. Immigration, 2017," Pew Research Center, June 3, 2019, <https://www.pewresearch.org/hispanic/2019/06/03/facts-on-u-s-immigrants-trend-data/>. Accessed October, 26, 2019

⁴ Maureen Taft-Morales, Recent Migration to the United States from Central America : Frequently Asked Questions." *Congressional Research Service* (2019): 5-6

⁵ Benjamin Gedan. "Venezuelan Migration: Is the Western Hemisphere Prepared for a Refugee Crisis?" *The SAIS Review of International Affairs* 37.2 (2017): n. pag. Web.

⁶ "Somalia" *Internal Displacement Monitoring Centre*, online, October 13, 2019, <http://www.internal-displacement.org/countries/somalia>

⁷ Elizabeth Stark, "Eritrea and the Migration Dilemma in the Horn of Africa," *International ResearchScape Journal: An Undergraduate Student Journal*: Vol.5, Article 3. (2018)

⁸ Naheed Goraya, "Present Day Syrian Civil War: Regional and External Dimensions." *Journal of the Research Society of Pakistan* 55.1 (2018): n. pag. Web.

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