

Teacher's Guide: American Stories: Teens and Immigration

Recommended Grade Level: 5-8

(also applicable to grades 9-12 for students requiring significant support in learning)

Suggested Time: About 50-60 minutes spread over one or more class periods, plus additional time to complete a writing assignment

Goals

Following are the big ideas that students should take away after completing this lesson:

- The United States attracts immigrants from every part of the world.
- Immigrants face many challenges in the United States.

Vocabulary

(See definitions on page 6.)

- immigrant
- immigration
- native
- overcome
- prejudice

Key Literacy Strategies

Following are the primary literacy strategies students will use to complete this activity:

- Using background knowledge (screen 4)
- Making inferences (screen 9, writing assignment 2)
- Determining important information (screens 5, 6, 7, and 10; writing assignment 2)
- Categorizing basic facts and ideas (screen 12)
- Constructing summaries (writing assignment 1)
- Making connections (writing assignment 3)

Note: In addition to the key literacy strategies listed above, students will also use each of these strategies to complete this lesson:

- Monitoring comprehension
- Synthesizing
- Making predictions
- Developing vocabulary
- Connecting prior knowledge to new learning
- Developing a topic in writing
- Identifying and using text features (photographs, captions, diagrams, and/or maps)

Overview

American Stories: Teens and Immigration is a student-directed learning experience. However, while students are expected to work through the lesson on their own, teachers should be available to keep the lesson on track, organize groupings, facilitate discussions, answer questions, and ensure that students meet all learning goals.

The following is a summary of the lesson screens:

- Screen 1: Students meet a teen immigrant from China named Michael. They think about why thousands of teens immigrate to the United States each year.
- Screen 2: Students read a brief summary of what immigration is, and why people come to the United States.
- Screen 3: Students learn what the goals are for the lesson, which strategies they will be using to complete the lesson, and the important vocabulary words they will use during the lesson.
- Screen 4: Students look at a map of the world with pictures of the four teen immigrants they will meet in the videos placed on their native countries. Then they write their predictions about why each teen came to the U.S. and what challenges he or she faced here.
- Screen 5: Students watch a video about one of the main challenges of immigrants to the United States—learning English—that focuses on Luincys’s struggle to learn the language. Then they write about how this struggle affected Luincys at school.
- Screen 6: Students read about how immigrants can face prejudice from native-born Americans and watch two videos about the prejudice that Fatima and Mohammed experienced. Then they write about the two teens’ experiences of prejudice, noting any similarities.
- Screen 7: Students read about how immigrants keep their native cultures alive in the United States. They then watch a video about Luincys in which she describes how she lives “50 percent American, 50 percent Dominican.”
- Screen 8: Students watch a video about Michael in which he describes his desire to become an American and embrace American culture. Then they write about Michael’s perception of American and Chinese cultures.
- Screen 9: Students answer three multiple-choice questions to show their comprehension of what the challenges facing immigrants to the United States are.
- Screen 10: Students read a PDF text describing the challenges other, famous immigrants to the United States faced, how they overcame them, and how they have retained certain traditions from their native countries. Students list some of the challenges these immigrants overcame.
- Screen 11: Students complete an interactive vocabulary activity, and then choose two words from the vocabulary list and write a new sentence for each word. These tasks demonstrate their understanding of the meanings of the words.

Final

Assignment: Students select and complete a writing assignment about the lesson topic.

Before the Lesson

- ❑ Go through each screen of the lesson, including all the interactive activities, so that you can experience ahead of time what students will be doing. As you go through each screen, jot down your own expectations for students' responses.
- ❑ Determine if students will be working individually or in pairs on the lesson. Some students may be able to work independently with little or no support. Students who are less familiar with the subject area or who struggle with literacy skills may benefit from working with another student. An effective way to do this is to pair a stronger student with a less able reader. You can also have students work individually on certain tasks and in pairs on others, depending on their experience and needs. If students will be working in pairs on any portion of the lesson, let them know if they will be expected to type in their notes individually or together.
- ❑ Provide instruction on key vocabulary (vocabulary words are defined in the lesson, and on page 6 of this guide).
- ❑ Determine what students already know about immigration and the challenges immigrants face. Record their ideas on a chart, in categories, if possible. This will give you a sense of students' possible misconceptions and the background knowledge they have before beginning this lesson. If time allows, return to the chart after students have completed the lesson to add new learning and correct misconceptions. Note: You may want to record their new learning in a different-colored ink so they can see how much they've learned.
- ❑ Arrange computers with Internet access so students can work individually or in pairs.
- ❑ Before students begin, suggest a timeline for completing the lesson, mention the different types of media they will encounter, and let them know how you expect them to submit their work. You may want to provide an outline of this information on a chart, chalkboard, or whiteboard, or as a handout.

Lesson Assessments

The following are descriptions of the lesson features that will be part of the packet of materials that students will submit. Students will use the packet for reference when writing their final assignment. It also serves as a formative assessment tool to monitor students' work as they are progressing through the lesson.

- **Notes** - Students write their ideas in response to a prompt on screens 4, 5, 6, 9, and 10. If time allows, review their notes before students begin their writing assignment.
- **Multiple-choice questions** - Students complete the three questions on screen 7. Walk around to make sure students answer all three questions before they continue. If students click to go to the next page before they finish, their work on the quiz will not be saved.
- **Match It!** - Students complete an interactive vocabulary activity on screen 11. They begin by dragging the vocabulary terms into the correct sentences. After they finish and save their work, they will be able to check their answers against an answer key. When they

are done, they will be asked to choose two vocabulary words and write a new sentence for each word. Sentences should demonstrate a clear understanding of the meaning of each word. An inappropriate response would be “An immigrant has challenges.” An appropriate response would be “Learning the language is one of the biggest challenges for an immigrant.”

- **Arrange It!** - Students complete the comprehension activity Arrange It! on screen 12. Students categorize descriptions of the challenges immigrants face. Students will not be able to check their answers online, so you will need to provide them with correct answers when they are finished with the lesson. You can choose to review the answers as a class or return the corrected packet of materials to students before they begin the final assignment.

Following are the descriptions students will drag and drop onto the concept map in the appropriate category:

Not knowing English

- Having trouble communicating with other students
- Having difficulty taking a test
- Being unable to understand the teacher

Facing prejudice

- Being teased for the way you look
- Being excluded from social events
- Getting bullied for being new to a neighborhood

Retaining traditions and language of native country

- Staying close to friends in your native country
 - Going to social clubs for traditional dances or events
 - Speaking your native language with your family and English at school
- **Final Assignment** - Students complete one writing assignment. You can choose to let students make their own selection, or assign one according to your goals for the lesson. Use the rubric on page 7 to assess the writing assignments.

Lesson Aids and Extensions

Use the following suggestions to help students if they are stuck on a particular screen, as follow-up discussions to reinforce learning, and to prepare students for completing their writing assignments.

- **Watching Videos** - Encourage students to watch the videos more than once. After the initial viewing, provide students with a specific content focus to frame their next viewing(s) of the video. This will help them draw connections between the main topic and the information that the videos have to offer. To learn more about best practices for viewing videos in the classroom, check out Effective Video-Based Lessons (<http://www.teachersdomain.org/resource/vtlpd.pd.hints.frfofo/>).

- **Participating in Discussions** - Organize class discussions or encourage students to talk about their questions in pairs. You may want to use the following discussion starters:
 - o Why do people come to the United States from other countries?
 - o What would be the hardest thing to leave behind if you had to move to another country?
 - o The United States is described as “a land of immigrants”; what does this mean?
 - o Do you know people who are immigrants? Where did they come from? What do you think was most difficult for them when they came to this country?
- **Reading the PDF Text** - Before they read the PDF text on screen 10, ask students to name some famous actors or athletes in the United States who they think are immigrants.
- **Sharing Student Work** - It may be motivational, and a further learning opportunity, for students to post their final essays so that their classmates, peers, and/or parents can see them. This may also provide an opportunity for students to comment on and discuss each other’s essays.

If you do not already have access to an online writing community, Teaching Matters™ provides TeXT, free classroom publishing tools that allow teachers and students to create and publish their own online eZine. More information and a free signup are available at Teaching Matters: TeXT (<http://text.teachingmatters.org>).
- **Reflection and Self-Assessment** - After students have turned in their writing assignments, you can choose to have them assess their learning. Bring students together as a whole class or in small groups to discuss the questions below. You may want to return to the chart of their ideas developed before the lesson and record their new learning. You may also have students respond individually to the questions, and then convene the class to discuss the chart.
 - o What did you learn?
 - o What was surprising?
 - o What questions do you still have?
 - o What was the easiest for you to understand and do?
 - o What was the most difficult?

Vocabulary Definitions

immigrant

Someone who comes to live in a new country, but was born in another country.

immigration

The act of coming to live in a country after leaving another country.

native

Describes the country, culture, or characteristics of the place—such as language and customs—where someone is born and raised.

overcome

To take on a challenge and be successful.

prejudice

Judgments made about a person's character based not on personal knowledge of that person, but on factors like his or her race, religion, language, or background.

Final Assignment Rubric American Stories: Teens and Immigration

- Describe in your own words the kinds of challenges immigrants face. In a second paragraph, explain why they might face prejudice from people already living the United States.
- Choose one of our four immigrants—Luincys, Fatima, Mohammed, or Michael—and write an essay that answers these questions:
 - What challenges did he or she face when upon arriving in the United States?
 - How do you think he or she will overcome those challenges?
- Imagine that you had to leave the United States and go to a country where you did not speak the language or understand the customs. What would you miss most about your life in the United States? What could people in your new country do to make you feel welcome?

4	3	2	1
<p>Provides a clear and accurate response to the question. Ideas are elaborated, with three or more relevant supporting details from the reading passage, video, and other materials in the lesson.</p>	<p>Provides an adequate response to the question. Topic and ideas are generally well organized, with two relevant supporting details from the reading passage, video, and other materials in the lesson.</p>	<p>Provides a generally accurate response, with one supporting detail from the reading passage, video, and other materials in the lesson.</p>	<p>Provides an inaccurate response to the question or fails to address the question. May include misinterpretations. Understanding of the topic is not apparent.</p>
<p>Uses at least three vocabulary words (or a form of the vocabulary words) from the lesson, and uses them all correctly.</p>	<p>Uses two vocabulary words (or a form of the vocabulary words) from the lesson, and uses them both correctly.</p>	<p>Uses one vocabulary word (or a form of the vocabulary word) from the lesson, and uses it correctly.</p>	<p>Does not use any vocabulary words, or uses vocabulary words incorrectly.</p>

Scoring the Rubric

Here are two suggestions for scoring the final assignment rubric. Select the option that best meets your needs or develop your own grading system.

Option 1: This option provides one score for each submitted assignment.

Assign a score of 4 or below for the written response (first row of the rubric) and a score of 4 or below for the use of vocabulary (second row of the rubric), for a total maximum score of 8. The interpretation of scores is as follows:

Score	Grade	Narrative Interpretation
7-8	A	Excellent
5-6	B	Good
4	C	Adequate (Fair)
3 or below	D	Minimal

Option 2: This option provides two scores for each submitted assignment: one for written content and one for the use of key vocabulary. An advantage of separate scores is that you can weight students' comprehension and composition differently than you do their knowledge of vocabulary. It can also help you identify specific needs for future instruction.

Assign a score of 4 or below for the written response (first row of the rubric) and a score of 4 or below for the use of vocabulary (second row of the rubric) and then score them separately. The interpretation of scores is as follows:

Score	Grade	Narrative Interpretation
4	A	Excellent
3	B	Good
2	C	Adequate (Fair)
1	D	Minimal

The final grade may look like this: A/B (A for content and B for vocabulary use).