

The Migrant's Experience

By Keysiah Middleton

Lesson #1: "Migrant, Immigrant or Refugee"

Objective/Essential Question

Students will be able to contrast the differences between the various terminologies used to characterize people who are attempting to move to the United States and provide explicit details from news stories that help distinguish these terminologies. .

Essential Question: *What is the difference between the terms migrant, immigrant and refugee?*

OBJECTIVES AND STANDARDS ARE TO BE POSTED IN THE CLASS OR VIRTUALLY FOR STUDENTS TO REPEATEDLY REFERENCE THE GOALS TO BE ACCOMPLISH BY THE END OF THE LESSON

Focus text(s) / Resource(s)

Focused texts to be utilized for this lesson:

- (1) The Pulitzer Center's video- "A Farmer Who Sees His Family Only Once a Year" by Sara Malik and Ingrid Holmquist
<https://pulitzercenter.org/stories/agricultural-worker-supporting-his-family-means-being-separated-them>
- (2) The New Yorker's article- "An Intimate Look At A Farmworker's Divided Life, in "Guanajuato Norte" by Stephanie Taladrid
<https://newyorker.com/culture/new-yorker-documentary/an-intimate-look-at-a-farmworkers-divided-life-in-guanajuato-norte>
- (3) The Pulitzer Center's article- "Coming to America: It's Not Like the Movie" by Francesca Bentley
<https://pulitzercenter.org/reporting/coming-america-its-not-movie>
- (4) *Refuge: A Novel* by Dina Nayeri pages 23-27, 145-154, and 159-161.

Resources to be utilized for this lesson:

- (1) [Academic Standards](#)
- (2) Internet search engines (i.e, [Bing](#), [Google](#), [Yandex](#), [DuckDuckGo](#), [StartPage](#))
- (3) [Google Jamboard](#) or [Padlet](#) applications
- (4) [Video Analysis Graphic Organizer.pdf](#)
- (5) [Video Analysis Graphic Organizer.docx](#)
- (6) [Magazine Article Analysis Worksheet.pdf](#)
- (7) [Magazine Article Analysis Worksheet.docx](#)
- (8) Venn Diagram graphic organizer
- (9) [Compare Contrast Graphic Organizer.pdf](#)
- (10) [Compare Contrast Graphic Organizer.docx](#)
- (11) [Photo Insert T-Chart Graphic Organizer .pdf](#)
- (12) [Photo Insert T-Chart Graphic Organizer .docx](#)
- (13) [Flipboard](#) to create digital magazines
- (14) Digital Lexicon website (<https://visuwords.com/>) or semantic organizer
https://buildingrti.utexas.org/sites/default/files/documents/Semantic_Org.pdf

- (15) [Weekly Do Now Worksheet.pdf](#)
- (16) [Weekly Do Now Worksheet.docx](#)
- (17) [Weekly Exit Ticket Worksheet.pdf](#)
- (18) [Weekly Exit Ticket Worksheet.docx](#)
- (19) [Photo Essay Rubric - The Migration Experience.pdf](#)
- (20) [Photo Essay Rubric - The Migration Experience.docx](#)
- (21) [Contemporary Literature that discusses migrants, immigrants, and refugees in America.pdf](#)
- (22) [Contemporary Literature that discusses migrants, immigrants, and refugees in America.docx](#)

Warm-up

DO NOW: In the traditional classroom setting: Distribute **Do Now** sheets that include the table below AND pose the warm-up assignment on the smartboard, whiteboard, or blackboard.

- [Weekly Do Now Worksheet.pdf](#)
- [Weekly Do Now Worksheet.docx](#)

In the virtual classroom: Create a *Google Jamboard/Padlet* where students can virtually input their names and responses for the following writing prompt:

- **List three (3) reasons you believe a person/family would migrate or immigrate to another country. Provide specific details in your responses.**

Students will have five minutes to complete the Do Now. Then, students will engage in a brief discussion about the terms. Referring back to the smartboard, whiteboard, or blackboard, jot down student responses to create a livelier classroom discussion.

In the Virtual Classroom, highlight student responses on the *Jamboard/Padlet* to encourage a more energetic analysis.

Name _____ Date _____ Period _____

Do Now

Day	Date	Writing Prompt	Response
Monday	4/19/2021	List three (3) reasons you believe a person/family would migrate or immigrate to another country. Provide specific details in your responses.	★ ★ ★
Tuesday			
Wednesday			
Thursday			
Friday			

Lesson / Activities

TERMINOLOGY ANALYSIS: migrant, migrate, migration, immigrant, immigrate, immigration, refugee, remittance, asylum.

1. **POST** the vocabulary using a “Word Wall” display in the classroom or on a virtual platform. Then, introduce the lesson terminology using the <https://visuwords.com/> website.
2. For the more visual learner, download and distribute this semantic graphic organizer for vocabulary comprehension.
https://buildingrti.utexas.org/sites/default/files/documents/Semantic_Org.pdf.
3. Divide students into small groups, distribute three (3) semantic organizers to each group and have students work collectively to analyze the lesson terminology below. **In the virtual classroom**, students can perform the same task on *Google Jamboard* or *Padlet*.

Word Wall

migrant migrate migration immigrant immigrate immigration refugee
remittance asylum

DIRECT INSTRUCTION:

1. **In the traditional classroom setting**, post the following using the classroom smartboard, whiteboard, or blackboard: **In the virtual classroom**, upload:

In the “Migrant, Immigrant or Refugee” lesson, students will explore the difference between the terms migrant, immigrant, and refugee (as well as the variants of each word) using various media sources in order to properly utilize the terms when discussing and describing the foreign population in the United States and to better understand who they are and their circumstances.

2. **NOTE:** Teachers, remember to give the students a brief overview of the lesson. Review the standards/skills to be covered. Repeatedly state the objectives (essential question) to be achieved by the end of the lesson throughout your instruction.

GUIDED PRACTICE: A **In the traditional classroom setting:**

1. To introduce the concept of “**migration**,” distribute the *New Yorker* article, “An Intimate Look At A Farmworker’s Divided Life, in “Guanajuato Norte” by Stephanie Taladrid.
<https://newyorker.com/culture/new-yorker-documentary/an-intimate-look-at-a-farmworkers-divided-life-in-guanajuato-norte>
2. Guide the students during the class reading of the article with dialogue and a focus on key points. Students can also track key details by completing the magazine article graphic organizer and/or using [BDA strategies](#).
 - ❖ Show The Pulitzer Center’s video- “A Farmer Who Sees His Family Only Once a Year” by Sara Malik and Ingrid Holmquist.
<https://pulitzercenter.org/stories/agricultural-worker-supporting-his-family-means-being-separated-them>. Have students use the [video analysis graphic organizer](#) to focus on key points while viewing the video.
 - ❖ To introduce the topic of “**immigration**,” distribute The Pulitzer Center’s article- “Coming to America: It’s Not Like the Movie” by Francesca Bentley.
<https://pulitzercenter.org/reporting/coming-america-its-not-movie>

3. Guide this reading with questions and have students complete the [magazine article graphic organizer](#) as they read. Students can also **highlight the text** that allows the reader to know that Abdi Nor Iftin, the main subject of the article, is an immigrant.
4. Pose the writing prompt: In 25 words, explain “Why is Iftin an immigrant and not a migrant?” How do you know? Provide evidence from the text.
5. To introduce the “*refugee*” portion of the lesson, have students read either brief excerpts (pages 23-27, 145-154, and 159-161) from Dina Nayeri’s novel, [Refuge](#) or they can also evaluate the following Pulitzer Center-supported resource: <https://pulitzercenter.org/stories/flight-syria-refugee-stories>

In the virtual classroom:

1. Provide students with the link The New Yorker’s article- “An Intimate Look At A Farmworker’s Divided Life, in “Guanajuato Norte” by Stephanie Taladrid <https://newyorker.com/culture/new-yorker-documentary/an-intimate-look-at-a-farmworkers-divided-life-in-guanajuato-norte>
2. Allow students enough time to read individually or in small groups in Breakout Rooms. Guide the students during the reading with dialogue, and a focus on key points, while completing the [magazine article graphic organizer](#) and/or [BDA strategies](#). Highlight student responses on the Google Jamboard/Padlet.
3. Provide The Pulitzer Center’s video link- “A Farmer Who Sees His Family Only Once a Year” by Sara Malik and Ingrid Holmquist <https://pulitzercenter.org/stories/agricultural-worker-supporting-his-family-means-being-separated-them> Also, provide the link to the video analysis graphic organizer, and guide student in completing the graphic organizer on their own as they view the video.
 - a. [Video Analysis Graphic Organizer.pdf](#)
 - b. [Video Analysis Graphic Organizer.docx](#)
4. To introduce the topic of “immigration,” share the link to the article, “Coming to America: It’s Not Like the Movie” by Francesca Bentley. <https://pulitzercenter.org/reporting/coming-america-its-not-movie>
5. Guide this reading with questions and have students complete the [magazine article graphic organizer](#). Have students **highlight the text** that allows the reader to know that Abdi Nor Iftin is an immigrant.
6. Pose the writing prompt. In 25 words, explain “Why is Iftin an immigrant and not a migrant?” How do you know? Provide evidence from the text.
7. To introduce the “*refugee*” portion of the lesson, upload excerpts (pages 23-27, 145-154, and 159-161) from Dina Nayeri’s novel, [Refuge](#) or they can also evaluate the following Pulitzer Center-supported resource: <https://pulitzercenter.org/stories/flight-syria-refugee-stories>. Briefly discuss the readings.

INDEPENDENT PRACTICE:

In the traditional classroom setting:

1. Place students in small cooperative groups (2-3 are ideal)
2. Distribute a Compare/Contrast graphic organizer that looks like the table below.
 - a. [Compare Contrast Graphic Organizer.docx](#)
 - b. [Photo Insert T-Chart Graphic Organizer .pdf](#)
3. Have students create various scenarios that describe each of the following terms: *migrant*, *immigrant* and *refugee*. Have them explain why each situation would be described as such.

OR

4. Have students create three (3) digital magazines to keep up with the current events involving migrants, immigrants, and refugees using the [Flipboard](#) app. Students can browse the internet for current event stories of migrants, immigrants and refugees and store them in their Flipboard magazines to read, share and reference for future classroom or personal use.

In the virtual classroom:

1. Provide the link for the Compare/Contrast graphic organizer to be accessed virtually or uploaded to the Virtual Classroom.
 - a. [Compare Contrast Graphic Organizer.docx](#)
 - b. [Photo Insert T-Chart Graphic Organizer .pdf](#)
2. Have students create various scenarios that describe migrant, immigrant and refugee circumstances. Have them explain why each situation would be described as such.

Name _____ Date _____ Period _____

Topic: _____

Compare/Contrast Chart Graphic Organizer

Individual	Column 1 Scenario	Column 2 Evidence
Migrant		
Immigrant		
Refugee		

OR

1. Have students create three (3) digital magazines to keep up with the current events involving migrants, immigrants, and refugees using the [Flipboard](#) app.
2. Students can browse the internet for current event stories of migrants, immigrants and refugees and store them in their Flipboard magazines to read, share and reference for future classroom or personal use.

Closing and Homework

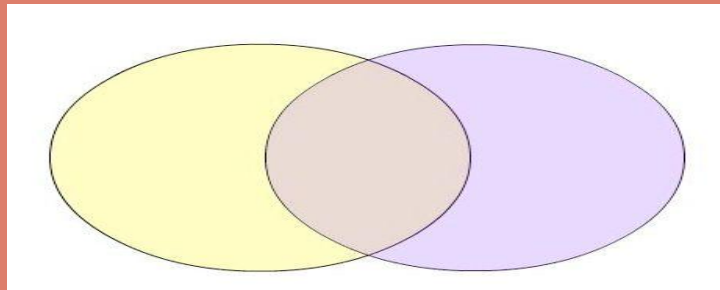
CLOSURE: Recap the lesson, reiterating the differences between the terms migrant and immigrant. Have students demonstrate what they now know.

In the traditional classroom setting:

1. Distribute a Venn Diagram graphic organizer <https://d3n817fwly711g.cloudfront.net/blog/wp-content/uploads/2012/06/3-Set-Venn-Diagram-A4-Portrait.pdf>
2. Students will detail the differences between “migrant” and “immigrant” as well as similarities among the two (2), using two of the circles. Students will then use the third circle to determine how these two are distinguished from the term “refugee?”

In the virtual classroom:

1. Upload the Venn Diagram graphic organizer to the classroom or provide the link to access the document <https://www.classtools.net/Venn/202104-MigrantvsImmigrantHZ5CiH>
2. Students will detail the differences between “migrant” and “immigrant” as well as similarities among the two (2).
3. To compare and contrast the terms “migrant,” “immigrant” and “refugee” use the 3-ring Venn Diagram graphic organizer <http://www.readwritethink.org/files/resources/printouts/Venn3Circles.pdf>



<https://www2.d125.org/science/secure/bio/unit3/showme/ImageBank/Pages/30.html>

EXIT TICKET:

In the traditional classroom setting:

- ❖ Distribute the **Exit Ticket** sheet and have students complete the following writing prompt: In 25 words, briefly describe the differences between “migrant” and “immigrant.”
 - [Weekly Exit Ticket Worsheet.pdf](#)
 - [Weekly Exit Ticket Worsheet.docx](#)

In the virtual classroom:

- ❖ Upload the writing prompt and **Exit Ticket**: In 25 words, briefly describe the differences between “migrant,” “immigrant” and “refugee” to the Virtual Classroom for completion.

Name _____ Date _____ Period _____

Exit Ticket

Day	Date	Writing Prompt	Response
Monday	4/19/2021	How would you distinguish a migrant, immigrant, and refugee?	I would distinguish.....
Tuesday			
Wednesday			

Thursday			
Friday			

HOMEWORK (LESSON EXTENSION):

- ❖ Have students complete Internet research of a famous or somewhat known “migrant” or “immigrant” who now lives in the United States.
 - ❖ Have students create their own Photo Insert T-Chart Graphic Organizer that distinguishes their researched stories. Their creation must include the person’s name, photo and brief story about why they could identify as a migrant or immigrant. Include the link to be used for their creation.
 - [Photo Insert T-Chart Graphic Organizer \(1\).pdf](#)
 - [Photo Insert T-Chart Graphic Organizer \(1\).docx](#)
- OR**
- ❖ Students can conduct [further reading](#) on migration, immigration, and refugees in the United States by reading a chapter and writing a one (1) paragraph summarization.

Name _____ Date _____ Period _____

Topic: _____

T-Chart Graphic Organizer

Migrant	Immigrant
<div style="border: 1px solid black; width: 150px; height: 80px; margin: 0 auto; background-color: #d1c4e9; display: flex; align-items: center; justify-content: center;"> <p style="margin: 0;">PHOTO</p> </div>	<div style="border: 1px solid black; width: 150px; height: 80px; margin: 0 auto; background-color: #d1c4e9; display: flex; align-items: center; justify-content: center;"> <p style="margin: 0;">PHOTO</p> </div>
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Lesson #2: "Migration Stories"

Objectives/Essential Questions

- Students will be able to identify the various groups of migrants and/or immigrants that are attempting to enter the United States via Central America.
- Students will be able to explain why so many people from Africa, the Caribbeans, Asia, and Latin America are stuck at the U.S.-Mexican border as they await entry to the United States.
- Students will be able to describe the push and pull effects of migration and immigration to the United States.

Essential Questions: *Why are so many people from Africa, the Caribbean, Asia, and Latin America traveling through Central America to reach the United States? Why have the stories of people from Africa and the Caribbean been eliminated from the migration and immigration narrative?*

OBJECTIVES AND STANDARDS ARE TO BE POSTED IN THE CLASS OR VIRTUALLY FOR STUDENTS TO REPEATEDLY REFERENCE THE GOALS TO BE ACCOMPLISH BY THE END OF THE LESSON

Focus text(s) / Resource(s)

Focused texts to be utilized for this lesson:

- (1) *The New Humanitarian's* article: "African Migrants Fall Foul of US, Mexico Policy Changes" by Shola Lawal
<https://www.thenewhumanitarian.org/news-feature/2020/01/17/Mexico-migrants-Uganda-m-etering>
- (2) *The New Humanitarian's* article and video: "Left Waiting: Africans Caught in US-Mexico Migration Limbo" by Melisa Valenzuela
<https://www.thenewhumanitarian.org/video/2019/10/18/africans-US-Mexico-Central-America-migration>
- (3) *NPR's All Things Considered:* "Hundreds Of Migrants From Central Africa Cross Southern U.S. Border To Seek Asylum" by Bonnie Petrie
<https://www.npr.org/2019/06/19/734165439/hundreds-of-migrants-from-central-africa-cross-southern-u-s-border-to-seek-asylu>
- (4) *Democracy Now!* news story (video and transcript): "An Invisible Crisis: Thousands of African Migrants Are Stranded in Mexico Hoping to Head North" with Amy Goodman and Juan Gonzalez reporting https://www.democracynow.org/2019/9/10/african_migrants_mexico_transit_policy
- (5) *Politico's* article: "How Trump Created a New Global Capital of Exiles" by Jack Herrera
<https://www.politico.com/news/magazine/2020/01/05/trump-tijuana-extracontinentales-immigrants-093223>

Resources to be utilized for this lesson:

- (1) [Academic Standards](#)
- (2) Internet search engines (i.e, [Bing](#), [Google](#), [Yandex](#), [DuckDuckGo](#), [StartPage](#))
- (3) Digital Lexicon website (<https://visuwords.com/>) or semantic organizer https://buildingrti.utexas.org/sites/default/files/documents/Semantic_Org.pdf
- (4) Google Jamboard or Padlet app
- (5) [News Article-African Migrants Fall Foul of US, Mexico Policy Worksheet.pdf](#)
- (6) [News Article-African Migrants Fall Foul of US, Mexico Policy Worksheet.docx](#)
- (7) [Weekly Do Now Worksheet.pdf](#)
- (8) [Weekly Do Now Worksheet.docx](#)
- (9) [The Migrant Experience Word Wall Display.pdf](#) display sheets to enlarge, cut out and hang
- (10) [The Migrant Experience Word Wall Display.docx](#) display sheets to enlarge, cut out and hang
- (11) [News Story Analysis Worksheet.pdf](#)
- (12) [News Story Analysis Worksheet.docx](#)
- (13) [Video Analysis Graphic Organizer.pdf](#)
- (14) [Video Analysis Graphic Organizer.docx](#)
- (15) [Weekly Exit Ticket Worsheet.pdf](#)
- (16) [Weekly Exit Ticket Worsheet.docx](#)
- (17) [Socratic Reflective Discussion Analysis.pdf](#) worksheet
- (18) [Socratic Reflective Discussion Analysis.docx](#) worksheet
- (19) [Contemporary Literature that discusses migrants, immigrants, and refugees in America.pdf](#)
- (20) [Contemporary Literature that discusses migrants, immigrants, and refugees in America.docx](#)

Warm-up

DO NOW:

In the traditional classroom setting: Distribute **Do Now** sheets **AND** pose the warm-up assignment below on the smartboard, whiteboard, or blackboard.

In the virtual classroom: Create a *Google Jamboard/Padlet* where students can virtually input their names and responses for the writing prompt:

- **Choose one of the following questions and take the next five minutes to write a three (3) sentence response. Provide specific details in your responses.**
 - *Who are the people stranded at the US-Mexican border during this current migration crisis?*
 - *What are people who are migrating to the U.S. doing in Mexico? Why?*
 - *When do you believe the Mexican government will allow the migrants to continue their journeys?*
 - *Where do you believe many of the migrants in Mexico are coming from?*
 - *Why would the migrants or immigrants risk leaving their home country to travel to another country?*
 - *How can we help the migrants at the US-Mexican border?*

Name _____ Date _____ Period _____

Do Now

Day	Date	Writing Prompt	Response
Monday			
Tuesday	4/20/2021	<p>Choose ONE of the following questions and write a three (3) sentence response. Provide specific details.</p> <ol style="list-style-type: none"> 1. Who are the people stranded at the US-Mexican border during this current migration crisis? 2. What are people who are migrating to the U.S. migrants doing in Mexico? Why? 3. When do you believe the Mexican government will allow the migrants to continue their journeys? 4. Where do you believe many of the migrants in Mexico are coming from? 5. Why would the migrants or immigrants risk leaving their home country to travel to another country? 6. How can we help the migrants at the US-Mexican border? 	
Wednesday			
Thursday			
Friday			

Lesson / Activities

Terminology Analysis: succumb, permanent residency card, asylum seeker, political persecution, trade tariffs, biometrics, deportation, Anglophone, transit visa, repression, apprehension, amnesty, enforcement, embark, work permit, regularization, Northern Triangle

1. **POST** the vocabulary using a “Word Wall” display, then introduce the lesson terminology using <https://visuwords.com/> website. For the more visual learner, download and distribute this semantic organizer for vocabulary comprehension https://buildingrti.utexas.org/sites/default/files/documents/Semantic_Org.pdf.
 - a. [The Migrant Experience Word Wall Display.pdf](#) display sheets to enlarge, cut out and hang
 - b. [The Migrant Experience Word Wall Display.docx](#) display sheets to enlarge, cut out and hang
2. Divide students into small groups, distribute semantic organizers to each group, and have students work collectively to analyze the lesson terminology.

In the virtual classroom, students can perform the same task on *Google Jamboard* or *Padlet*.

Word Wall

succumb political persecution asylum seeker transit visa apprehension
deportation Anglophone trade tariffs enforcement repression embark
permanent residency card work permit regularization Northern Triangle

DIRECT INSTRUCTION:

In the traditional classroom setting:

1. Post the following using the classroom smartboard, whiteboard, or blackboard: **In the virtual classroom, upload to a virtual platform that all students can access.**

In the *“Migration Stories”* lesson, students will explore who, what, when, where, why and how questions of migration and the migrants seeking asylum in the United States. Students will then engage in a group discussion of a reading and video using *Socratic Seminar*.

2. **NOTE:** Teachers, remember to give the students a brief overview of the lesson, review the standards/skills to be covered and throughout the lesson, and repeatedly state the objectives (essential question) to be achieved by the end of the lesson.

GUIDED PRACTICE:

In the traditional classroom setting:

1. Distribute a printed copy of the transcribed Democracy Now! news story, *“An Invisible Crisis: Thousands of African Migrants Are Stranded in Mexico Hoping to Head North”* with Amy Goodman and Juan Gonzalez reporting
https://www.democracynow.org/2019/9/10/african_migrants_mexico_transit_policy
2. Guide the reading with **news story questions** and a focus on key points.
3. Have students complete a **video analysis graphic organizer** after viewing the video to track key details.

In the virtual classroom:

1. Provide students with the reading link or upload to the Virtual Classroom, *“An Invisible Crisis: Thousands of African Migrants Are Stranded in Mexico Hoping to Head North”* with Amy Goodman and Juan Gonzalez reporting
https://www.democracynow.org/2019/9/10/african_migrants_mexico_transit_policy
2. Allow students enough time to read the transcript individually or cooperatively. Upload or provide links of virtual graphic organizers. Guide the reading with news story questions and a focus on key points while completing a video analysis graphic organizer. Highlight student responses on the *Google Jamboard/Padlet*.
 - a. [News Story Analysis Worksheet.pdf](#)

- b. [News Story Analysis Worksheet.docx](#)
- c. [Video Analysis Graphic Organizer.pdf](#)
- d. [Video Analysis Graphic Organizer.docx](#)

INDEPENDENT PRACTICE:

In the traditional classroom setting:

1. Have students work in cooperative groups to complete the additional readings about the experiences of migrants at the U.S./Mexico border, and worksheet questions for their assigned readings. Then, have the students share their findings with the rest of the class.
2. Group #1: Distribute the teacher-made worksheet
Distribute *The New Humanitarian's* article: "African Migrants Fall Foul of US, Mexico Policy Changes" by Shola Lawal
<https://www.thenewhumanitarian.org/news-feature/2020/01/17/Mexico-migrants-Uganda-metering>
3. Group #2: Distribute the [news story questions](#).
Distribute NPR's All Things Considered article: "Hundreds Of Migrants From Central Africa Cross Southern U.S. Border To Seek Asylum" by Bonnie Petrie
<https://www.npr.org/2019/06/19/734165439/hundreds-of-migrants-from-central-africa-cross-southern-u-s-border-to-seek-asylu>
 - [News Story Analysis Worksheet.pdf](#)
 - [News Story Analysis Worksheet.docx](#)

In the virtual classroom:

1. Create Virtual Breakout Rooms for students to work collaboratively to read the articles and complete worksheet questions. Upload to Virtual Classroom or provide the links: "African Migrants Fall Foul of US, Mexico Policy Changes" by Shola Lawal
<https://www.thenewhumanitarian.org/news-feature/2020/01/17/Mexico-migrants-Uganda-metering> and "Hundreds Of Migrants From Central Africa Cross Southern U.S. Border To Seek Asylum" by Bonnie Petrie
<https://www.npr.org/2019/06/19/734165439/hundreds-of-migrants-from-central-africa-cross-southern-u-s-border-to-seek-asylu>
2. Provide the links for the teacher-made worksheet and news story questions, or upload both links to the Virtual Classroom.

CLOSURE: Give a synopsis of the lesson. Have students demonstrate what they now know.

In the traditional classroom setting: Divide students into cooperative groups to debate one of the following:

1. Why are the stories of people migrating from countries in Africa and the Caribbean rarely included when migration, immigration or refugee stories are reported?

OR

Why is there a large non-Latin American population traveling through Central America to reach the United States?

2. Have each cooperative group take notes using the Socratic Reflective Discussion worksheet in order to share out to the larger group. Remind students to determine ahead who will be the note-taker, speaker and timer.
 - a. [Socratic Reflective Discussion Analysis.pdf](#) worksheet
 - b. [Socratic Reflective Discussion Analysis.docx](#) worksheet

In the virtual classroom: create Virtual Breakout Rooms for the debate exercise outlined above. Have each cooperative group take notes using the **Socratic Reflective Discussion worksheet** in order to share out to the larger group via *Google Jamboard/Padlet*. Remind students to determine who will be the note-taker, speaker and timer.

EXIT TICKET:

In the traditional classroom setting:

1. Distribute the **Exit Ticket** sheet.
 - a. [Weekly Exit Ticket Worsheet.pdf](#)
 - b. [Weekly Exit Ticket Worsheet.docx](#)

2. Students should complete the following Writing Prompt: Now that you have completed the “Migration Stories” lesson, choose one of the *Who? What? When? Where? Why? How? Questions* that you did not choose for your Do Now, answer it using complete sentences and supporting details.

In the virtual classroom:

- ❖ Upload or provide a link to the Writing Prompt: Now that you have completed the “Migration Stories” lesson, choose one of the *Who? What? When? Where? Why? How? Questions* that you did not choose for your Do Now, answer it using complete sentences and supporting details.

Name _____ Date _____ Period _____

Exit Ticket

Day	Date	Writing Prompt	Response
Monday			
Tuesday	4/20/2021	<p>Choose ONE of the following questions and write a three (3) sentence response. Provide specific details.</p> <ul style="list-style-type: none"> ● Who are the people stranded at the US-Mexican border during this current migration crisis? ● What are people who are migrating to the U.S. migrants doing in Mexico? Why? ● When do you believe the Mexican 	

		<p>government will allow the migrants to continue their journey?</p> <ul style="list-style-type: none"> • Where do you believe many of the migrants in Mexico are coming from? • Why would the migrants or immigrants risk leaving their home country to travel to another country? • How can we help the migrants at the US-Mexican border? 	
Wednesday			
Thursday			
Friday			

HOMEWORK (LESSON EXTENSION):

- ❖ Choose a title from the contemporary reading list for further reading on the topics of migration, immigration and refugees. Read a chapter and write a one (1) paragraph summarization.

Lesson #3: “The Migrant Experience”
Objectives/Essential Questions
<p>Objective: Students will be able to discuss the struggles and challenges that people face while migrating to the U.S., describe ways that migrants and immigrants persevere as they navigate these challenges. analyze how poverty and migration are interlinked, as well as evaluate immigration and asylum policies of the United States affect migration.</p> <p>Essential Question: <i>How do migrants enter the United States? How easy/difficult do you think it is for migrants to enter the United States? How have the immigration and asylum policies of the United States affected migration throughout the world?</i></p>
Focus text(s) / Resource(s)
<p>Focused texts to be utilized for this lesson: Extra-Continental Migration: The Longest Journey to America Project https://pulitzercenter.org/projects/extra-continental-migration-longest-journey-america</p> <ul style="list-style-type: none"> ➤ Yielding to U.S. Pressure, Mexico Clamps Down on Migrants https://pulitzercenter.org/stories/yielding-us-pressure-mexico-clamps-down-migrants ➤ 'When Can We Really Rest?' https://pulitzercenter.org/stories/when-can-we-really-rest ➤ What Migrants Face as They Journey Through the Deadly Darien Gap

<https://pulitzercenter.org/stories/what-migrants-face-their-journey-through-deadly-darien-gap>

➤ How U.S. Immigration Policy Affects Fate of Migrants Braving the Deadly Darien Gap

<https://pulitzercenter.org/stories/how-us-immigration-policy-affects-fate-migrants-braving-deadly-darien-gap>

➤ The Long, Dangerous Road Through the Darien Gap and a Chance Encounter in Brooklyn

<https://pulitzercenter.org/stories/long-dangerous-road-through-darien-gap-and-chance-encounter-brooklyn>

➤ Video: [Thousands of African migrants stuck in limbo in Mexico](#)

➤ [migration-related photos](#)

➤ [The Migration Series](#) by artist Jacob Lawrence

Resources to be utilized for this lesson:

➤ [Academic Standards](#)

➤ Internet search engines (i.e., [Bing](#), [Google](#), [Yandex](#), [DuckDuckGo](#), [StartPage](#))

➤ Digital Lexicon website (<https://visuwords.com/>) or semantic organizer

https://buildingrti.utexas.org/sites/default/files/documents/Semantic_Org.pdf

➤ [Google Jamboard](#) or [Padlet](#) app

➤ [Weekly Do Now Worksheet.pdf](#)

➤ [Weekly Do Now Worksheet.docx](#)

➤ [The Migrant Experience Word Wall Display.pdf](#) display sheets to enlarge, cut out and hang

➤ [The Migrant Experience Word Wall Display.docx](#) display sheets to enlarge, cut out and hang

➤ [News Story Analysis Worksheet.pdf](#)

➤ [News Story Analysis Worksheet.docx](#)

➤ [Video Analysis Graphic Organizer.pdf](#)

➤ [Video Analysis Graphic Organizer.docx](#)

➤ [Weekly Exit Ticket Worksheet.pdf](#)

➤ [Weekly Exit Ticket Worksheet.docx](#)

➤ [Socratic Reflective Discussion Analysis.pdf](#) worksheet

➤ [Socratic Reflective Discussion Analysis.docx](#) worksheet

➤ [Contemporary Literature that discusses migrants, immigrants, and refugees in America.pdf](#)

➤ [Contemporary Literature that discusses migrants, immigrants, and refugees in America.docx](#)

➤ [photo analysis worksheet](#)

➤ [United States Census Bureau website](#)

➤ [21st Century Photos of Migration.pdf](#)

➤ [21st Century Photos of Migration.docx](#)

➤ [Photograph Analysis Worksheet.pdf](#)

➤ [Photograph Analysis Worksheet.docx](#)

Warm-up

DO NOW:

In the traditional classroom setting: Distribute **Do Now** sheets AND pose the warm-up assignment on the smartboard, whiteboard, or blackboard.

In the virtual classroom: Create a *Google Jamboard/Padlet* where students can virtually input their names and responses for the writing prompt: *Choose ONE of the following questions and write a short response. Provide specific details.*

1. Why do migrants, immigrants and refugees face obstacles in their attempt to re-establish their lives?
2. What are the current trends in human migration globally?
3. How many people migrate every year?
4. What shapes public views of migrants and migration?
5. How can we decrease anti-migrant, immigrant or refugee sentiment?
6. How are poverty and migration interlinked?

Name _____ Date _____ Period _____

Do Now

Day	Date	Writing Prompt	Response
Monday			
Tuesday			
Wednesday	4/21/2021	<p>Choose ONE of the following questions and write a short response. Provide specific details.</p> <ol style="list-style-type: none"> 7. Why do migrants, immigrants and refugees face obstacles in their attempt to re-establish their lives? 8. What are the current trends in human migration globally? 9. How many people migrate every year? 10. What shapes public views of migrants and migration? 11. How can we decrease anti-migrant, immigrant or refugee sentiment? 12. How are poverty and migration interlinked? 	
Thursday			
Friday			

Lesson / Activities

TERMINOLOGY ANALYSIS: persecution, climate change, springboard, videographer, torrential, terrain, containment, extra-continental migration, journey.

In the traditional classroom:

1. **POST** the vocabulary using a “Word Wall” display in the classroom or virtually, then introduce the lesson terminology using the <https://visuwords.com/> website. For the more visual learner, download and distribute this semantic graphic organizer for vocabulary comprehension https://buildingrti.utexas.org/sites/default/files/documents/Semantic_Org.pdf.
2. Divide students into small groups, distribute three (3) semantic organizers to each group and have students work collectively to analyze the lesson terminology.

In the virtual classroom, students can perform the same task on *Google Jamboard* or *Padlet*.

Word Wall				
persecution	climate change	springboard	videographer	torrential
terrain	containment	extra-continental migration	journey	

DIRECT INSTRUCTION:

To enhance background knowledge, discuss how people from all over the world are leaving their own home to go to other places in search of better lives. People from all over the world travel many different routes, some very dangerous, to reach a place they believe will be better than their own. Many migrants attempt these dangerous treks to get to Europe. Many try to get to the United States. Many are traveling to other parts of the world, or they may even be migrating within their own countries.

In the traditional classroom setting:

1. Create cooperative groups and have students read the various articles below. Students should use the **news story questions graphic organizer** as they read in order to track key details about how migrants relocate to other countries and what they endure during their journey.
2. Have students view the *Al Jazeera English video excerpt*, “Thousands of African migrants stuck in limbo in Mexico” while simultaneously completing the **video graphic organizer** in order to broaden their understanding of a migrant’s experience.
3. Dialogue and discuss the readings and video to develop compassion and empathy.

In the virtual classroom: Upload or provide the links for the reading material, video excerpt and graphic organizers. Create Breakout rooms for students.

4. **NOTE:** Teachers, remember to give the students a brief overview of the lesson, review the standards/skills to be covered and throughout the lesson, and repeatedly state the objectives (essential question) to be achieved by the end of the lesson.

Article	Cooperative Group	Reading Synopsis
Yielding to U.S. Pressure, Mexico Clamps Down on Migrants	Group #1	
‘When Can We Really Rest?’	Group #2	

What Migrants Face as They Journey Through the Darien Gap	Group #3	
How U.S. Immigration Policy Affects Fate of Migrants Braving the Deadly Darien Gap	Group #4	
The Long Dangerous Road Through the Darien Gap and a Chance Encounter in Brooklyn	Group #5	

GUIDED PRACTICE: Introduce Jacob Lawrence’s [The Migration Series](#) curated by Leah Dickerman (MoMA) and Elsa Smithgall (The Phillips Collection). The 60 piece panel collection is also digitally accessible at: <https://lawrencemigration.phillipscollection.org/the-migration-series>

In the traditional classroom setting:

1. Review “*The Great Migration*” before distributing the series’ panels to build background knowledge of the subject and to create a domestic and global connection surrounding the topics of “migration, immigration, and refugees.”
2. Place students in groups. Distribute a series of panels to each group for photo analysis using a [photograph analysis graphic organizer](#).

In the virtual classroom: Create and place students in Breakout Rooms for group work. Provide students with or upload the links for “*The Great Migration*” series and graphic organizers. Students can share their creations on *Google Jamboard* or *Padlet*.

INDEPENDENT PRACTICE:

1. Distribute or upload a variety of [migration-related photos](#) along with the [photo analysis graphic organizer](#) or [photo analysis worksheet](#).
2. Have the students view, discuss, and document what the photos are about.
3. Have the groups share their thoughts. This academic experience will allow students to be able to analyze primary source photographs in order to create their own photo essay describing the migration experience.

Closing and Homework

CLOSURE: Scramble “*The Migration Series*” panels and have students, using a classroom clothesline or bare classroom wall, guess the chronological order of the panels and place them in that order. Have students review all images in order, and then share what additional connections they make between the series and the other articles explored throughout the unit.

EXIT TICKET:

In the traditional classroom setting:

Distribute the [Exit Ticket](#) sheet. Students should complete the following Writing Prompt: Now that you have completed the “*Migration and Poverty*” lesson, choose one of the questions that you did not choose

for your Do Now, answer it using complete sentences and supporting details.

Name _____ Date _____ Period _____

Exit Ticket

Day	Date	Writing Prompt	Response
Monday			
Tuesday			
Wednesday	4/21/2021	<p>Choose ONE of the following questions and write a short response. Provide specific details.</p> <ul style="list-style-type: none"> → Why do migrants, immigrants and refugees face obstacles in their attempt to re-establish their lives? → What are the current trends in human migration globally? → How many people migrate every year? → What shapes public views of migrants and migration? → How can we decrease anti-migrant, immigrant or refugee sentiment? → How are poverty and migration interlinked? 	
Thursday			
Friday			

HOMEWORK (LESSON EXTENSION):

- ❖ Have students complete a *Get to Know Your Community Activity* either by conducting Internet research to learn about the demographics of their neighborhood. Using the United States Census Bureau website

(<https://data.census.gov/cedsci/?q=foreign-born%20population%20in%20lansdowne%20pa>)

Student can begin with the following questions, then create three (3) questions that they would like answered:

1. What is the total population of your neighborhood?
2. What populations make up your neighborhood?
3. What is the age group of the population in your neighborhood? How many are school age? How many are elderly?
4. What is the average income of the residents in your neighborhood?
5. Are there migrant, immigrant, and/or refugee communities in your neighborhood? What percentage do they make up of the total population?
6. If there are migrant/immigrant/refugee communities in your neighborhood, what language or languages do they speak?
7. What percentage of your school community is foreign-born?
8. Student-made question

9. Student-made question
10. Student-made question

OR

- ❖ Students can talk with someone on their street, church, school, jobsite, or home about their experience of coming to the United States using these guided questions:
 1. Hello, my name is _____ and I'm conducting research for a class lesson. Would you mind helping me by answering a few questions regarding my assignment on immigration?
 2. What is your name?
 3. Which country are you from?
 4. Are you an immigrant? Migrant? Or refugee?
 5. Did you leave your family behind? Or did they come with you?
 6. Why did you decide to come to America and not a different country?
 7. How was your journey to America?
 8. Do you enjoy your life here in America?
 9. Will you return home one day?
 10. Have you returned home for a visit since you have come to America?
 11. Student made question

Culminating Exercise: Students will use Jacob Lawrence's, "*The Migration Series*," and a rubric as templates to create photo essays that describe a story of a migration, immigration or of a person with refugee status.

1. Students will produce an artistic creation or conduct internet research as well as use magazines, newspapers, etc. to create a photographic essay.
2. Each photo must explain part of the migration/immigration experience.
3. Each photo must contain a caption that explains the photo.
4. Students can also add a video describing the pieces. Students can use [Google Slides](#), [Canva](#), [Thinglink](#), [Visme](#), Powerpoint, or an appropriate social media to produce their final piece.
5. [Photo Essay Rubric - The Migration Experience \(1\).pdf](#) / [Photo Essay Rubric - The Migration Experience \(1\).docx](#)

Virtual and Hybrid Learning:

Instructions for educators who teach virtually or in a hybrid educational environment.

- [Traditional Classroom vs Virtual Classroom Lesson Plan.pdf](#)
- [Traditional Classroom vs Virtual Classroom Lesson Plan.docx](#)