

The Migrant's Experience

Traditional Classroom vs Virtual Classroom Lesson Plan

Lesson	Traditional Classroom	Virtual Classroom
Lesson #1: <i>"Migrant, Immigrant or Refugee"</i>	<p>OBJECTIVE: Students will be able to contrast the differences between the various terminologies used to characterize foreigners entering America and provide explicit details with distinguishing features of each.</p> <p>ESSENTIAL QUESTION: <i>What is the difference between the terms migrant, immigrant and refugee?</i></p> <p>The Academic Standards to be addressed in this lesson include:</p> <ul style="list-style-type: none"> ❑ CC.1.2.9-10.F: Students will analyze how words and phrases shape meaning and tone in texts. ❑ CC.1.2.9-10.G: Students will analyze various accounts of a subject told in different mediums to determine which details are emphasized in each account. ❑ CC.1.4.9-10.U: Students will use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. ❑ CC.1.5.9-10.A: Students will initiate and participate effectively in a large range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ❑ CC.1.5.9-10.F: Students will make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. <p>FOCUSED TEXT AND RESOURCES: <i>Focused texts to be utilized for this lesson:</i></p> <ol style="list-style-type: none"> (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 	<p>OBJECTIVE: Students will be able to contrast the differences between the various terminologies used to characterize foreigners entering America and provide explicit details with distinguishing features of each.</p> <p>ESSENTIAL QUESTION: <i>What is the difference between the terms migrant, immigrant and refugee?</i></p> <p>The Academic Standards to be addressed in this lesson include:</p> <ul style="list-style-type: none"> ❑ CC.1.2.9-10.F: Students will analyze how words and phrases shape meaning and tone in texts. ❑ CC.1.2.9-10.G: Students will analyze various accounts of a subject told in different mediums to determine which details are emphasized in each account. ❑ CC.1.4.9-10.U: Students will use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. ❑ CC.1.5.9-10.A: Students will initiate and participate effectively in a large range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ❑ CC.1.5.9-10.F: Students will make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. <p>FOCUSED TEXT AND RESOURCES: <i>Focused texts to be utilized for this lesson:</i></p> <ol style="list-style-type: none"> (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-

	<p>“Guanajuato Norte” by Stephanie Taladrid https://newyorker.com/culture/new-yorker-documentary/an-intimate-look-at-a-farm-workers-divided-life-in-guanajuato-norte</p> <p>(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</p> <p>(4) Read excerpts from <i>Refuge: A Novel</i> by Dina Nayeri pages 23-27, 145-154, and 159-161.</p> <p><i>Resources to be utilized for this lesson:</i></p> <ol style="list-style-type: none"> (1) Academic Standards (PA Academic Standards for English Language Arts) (2) Internet search engines (i.e., Bing, Google, Yandex, DuckDuckGo, StartPage) (3) <i>Google Jamboard</i> or <i>Padlet</i> app (4) video analysis graphic organizer (5) magazine article analysis graphic organizer (6) Venn Diagram graphic organizer (7) Compare/Contrast graphic organizer (8) Photo Insert T-Chart graphic organizer (9) Digital Lexicon website (https://visuwords.com/) or semantic organizer https://buildingrti.utexas.org/sites/default/files/documents/Semantic_Org.pdf (10) Weekly Do Now Worksheet (11) Word Wall display sheets to enlarge, cut out and hang (12) Weekly Exit Ticket Worksheet (13) Further contemporary reading on migration, immigration and refugees <p>WARM UP: Distribute Do Now sheets AND pose the warm-up assignment on the smartboard, whiteboard, or blackboard. <i>List three (3) reasons you believe a person/family would migrate or immigrate to another country. Provide specific details in your responses.</i> Students will have 5 minutes to complete the Do Now. During a brief discussion about the terms, referring back to the smartboard, whiteboard, or blackboard, jot down student responses to create a livelier classroom discussion.</p> <p>LESSON ACTIVITIES: Terminology Analysis: migrant, migrate, migration, immigrant, immigrate, immigration, refugee, remittance, asylum.</p> <ul style="list-style-type: none"> ● POST the vocabulary using a “Word Wall” display in the classroom 	<p>documentary/an-intimate-look-at-a-farmworkers-divided-life-in-guanajuato-norte</p> <p>(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</p> <p>(4) Upload excerpts from <i>Refuge: A Novel</i> by Dina Nayeri pages 23-27, 145-154, and 159-161.</p> <p><i>Resources to be utilized for this lesson:</i></p> <ol style="list-style-type: none"> (1) Academic Standards (PA Academic Standards for English Language Arts) (2) Internet search engines (i.e., Bing, Google, Yandex, DuckDuckGo, StartPage) (3) <i>Google Jamboard</i> or <i>Padlet</i> app (4) video analysis graphic organizer (5) magazine article analysis graphic organizer (6) Venn Diagram graphic organizer (7) Compare/Contrast graphic organizer (8) Photo Insert T-Chart graphic organizer (9) Digital Lexicon website (https://visuwords.com/) or semantic organizer https://buildingrti.utexas.org/sites/default/files/documents/Semantic_Org.pdf (10) Weekly Do Now Worksheet (11) Word Wall display sheets to enlarge, cut out and hang (12) Weekly Exit Ticket Worksheet (13) Further contemporary reading on migration, immigration and refugees <p>WARM UP: Share teacher screen of created Do Now <i>Google Jamboard/Padlet</i> where students can virtually input their names and responses or upload the Do Now sheet for the Writing Prompt: <i>List three (3) reasons you believe a person/family would migrate or immigrate to another country. Provide specific details in your responses.</i> Students will have 5 minutes to complete the Do Now. Highlight student responses on the <i>Jamboard/Padlet</i> to encourage a more energetic analysis and livelier discussion.</p> <p>LESSON ACTIVITIES: Terminology Analysis: migrant, migrate, migration, immigrant, immigrate, immigration, refugee, remittance, asylum.</p> <ul style="list-style-type: none"> ● POST the vocabulary “Word Wall” display in the virtual classroom using <i>Google Jamboard</i> or <i>Padlet</i> ● Introduce the lesson terminology using the https://visuwords.com/ website.
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- 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.
- Divide students into small groups, distribute three (3) semantic organizers to each group and have students work collectively to analyze the lesson terminology.

DIRECT INSTRUCTION: Post the following using the classroom smartboard, whiteboard, or blackboard: *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.*

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

GUIDED PRACTICE:

- ❖ To introduce the concept of “*migration*,” distribute a printed copy of 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> 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](#).
- ❖ 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 “*immigrant*,”

DIRECT INSTRUCTION:

Thoroughly review with the class that 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 via a shared virtual screen.

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

GUIDED PRACTICE:

- Create Breakout Rooms and provide students with the link to 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> to introduce the topic of “*migrant*.”
- Have students use the [magazine article graphic organizer](#) or [BDA strategies](#) worksheet to guide them during their reading.
- During dialogue and discussion, highlight student responses on the *Google Jamboard* or *Padlet*.
- Provide the link to 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> Also, provide the link to the [video analysis graphic organizer](#) to be used while viewing.
- To introduce the topic of “*immigrant*,” upload the link The Pulitzer Center’s article- “Coming to America: It’s Not Like the Movie” by Francesca Bentley to the Google or Zoom Classroom <https://pulitzercenter.org/reporting/coming-america-its-not-movie>. Guide this reading with questions and have students complete the uploaded [magazine article graphic organizer](#) link.
- Have students respond to the *Writing Prompt*

distribute a printed copy of 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> Guide this reading with questions and have students complete the [magazine article graphic organizer](#).

- ❖ Have students highlight the text that indicates that Abdi Nor Iftin is an immigrant.
- ❖ Pose the writing prompt: *Is Iftin a migrant or an immigrant?* How do you know? Explain in 25 words or more. Provide evidence from the text.
- ❖ To introduce the "refugee" portion of the lesson, have students read brief excerpts (pages 23-27, 145-154, 159-161) from Dina Nayeri's novel, *Refuge*. Briefly discuss the readings.

INDEPENDENT PRACTICE:

- ❖ Place students in small cooperative groups (2-3 are ideal)
- ❖ Distribute a [Compare/Contrast graphic organizer](#).
- ❖ Have students dialogue and discuss in their groups the various scenarios that describe **migrant, immigrant and refugee** circumstances. They can create their own scenarios. Have them explain why that situation would be described as such. Have each group share out.

OR

- ❖ 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.

CLOSURE:

- ❖ Recap the lesson, reiterating that although the terms migrant and immigrant are used interchangeably, they are NOT the same. Have students demonstrate what they now know.
- ❖ Distribute a Venn Diagram graphic organizer <https://www2.d125.org/science/secure/bi>

to demonstrate what they have learned: *Is Iftin a migrant or an immigrant?* How do you know? Explain in 25 words or more. Provide evidence from the text.

- To introduce the "refugee" portion of the lesson, have students read brief uploaded excerpts (pages 23-27, 145-154, 159-161) from Dina Nayeri's novel, *Refuge*. Briefly discuss the readings.

INDEPENDENT PRACTICE:

- ❖ Provide students with or upload the link to the Google or Zoom Classroom: [Compare/Contrast graphic organizer](#).
- ❖ Have students dialogue and discuss in their groups the various scenarios that describe migrant, immigrant and refugee circumstances. They can create their own scenarios. Have them explain why that situation would be described as such. Have each group share out.

OR

- ❖ 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.

CLOSURE: Upload the Venn Diagram graphic organizer to the classroom or provide the link to access the document <https://d3n817fwlv711g.cloudfront.net/blog/wp-content/uploads/2012/06/3-Set-Venn-Diagram-A4-Portrait.pdf>.

- ★ Recap the lesson, reiterating that although the terms migrant and immigrant are used interchangeably, they are NOT the same. Have students demonstrate what they now know.
- ★ Have students detail the differences and similarities between "migrant" and "immigrant." Then have them respond to: "How are these 2 terms distinguished from "refugee?"
- ★ To compare and contrast the terms "migrant," "immigrant" and "refugee" distribute the 3-ring Venn Diagram graphic organizer <http://www.readwritethink.org/files/resources/printouts/Venn3Circles.pdf>

	<p>o/unit3/showme/ImageBank/Pages/30.html</p> <ul style="list-style-type: none"> ❖ Have students detail the differences and similarities between “migrant” and “immigrant.” Then have them respond to: “How are these 2 terms distinguished from “refugee?” ❖ To compare and contrast the terms “migrant,” “immigrant” and “refugee” distribute the 3-ring Venn Diagram graphic organizer http://www.readwritethink.org/files/resources/printouts/Venn3Circles.pdf <p>EXIT TICKET: Distribute the Exit Ticket sheet and have students complete the following writing prompt: In 25 words, briefly describe the differences between “migrant,” “immigrant” and “refugee.”</p> <p>HOMEWORK (LESSON EXTENSION):</p> <ul style="list-style-type: none"> ❖ Have students complete Internet research of a famous or somewhat known “migrant” or “immigrant” 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 are described as such. Include the link to be used for their creation. ❖ Further reading on migration, immigration, and refugees in the United States. Read a chapter and summarize it. 	<p>EXIT TICKET: Upload the writing prompt and Exit Ticket: In 25 words, briefly describe the differences between “migrant,” “immigrant” and “refugee.”</p> <p>HOMEWORK (LESSON EXTENSION):</p> <ul style="list-style-type: none"> ❖ Have students complete Internet research of a famous or somewhat known “migrant” or “immigrant” 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 are described as such. Include the link to be used for their creation. ❖ Further reading on migration, immigration, and refugees in the United States. Read a chapter and summarize it.
Lesson	Traditional Classroom	Virtual Classroom
Lesson #2: “Migration Stories”	<p>OBJECTIVE: 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 Africans, Caribbeans, Asians and Latin Americans are stuck at the US-Mexican border in their effort to reach America. Students will be able to describe the push and pull effects of migration and immigration to the United States.</p> <p>ESSENTIAL QUESTIONS: <i>Why are so many Africans, Latinos, Asians and Latin Americans risking traveling through Central America to reach the United States? Why has the African and Caribbean story been eliminated from the migration and immigration narrative?</i></p>	<p>OBJECTIVE: 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 Africans, Caribbeans, Asians and Latin Americans are stuck at the US-Mexican border in their effort to reach America. Students will be able to describe the push and pull effects of migration and immigration to the United States.</p> <p>ESSENTIAL QUESTIONS: <i>Why are so many Africans, Latinos, Asians and Latin Americans risking traveling through Central America to reach the United States? Why has the African and Caribbean story been eliminated from the migration and immigration narrative?</i></p>

The [Academic Standards](#) to be addressed in this lesson include:

- ❑ **CC.1.2.9-10.B:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.
- ❑ **CC.1.2.9-10.C:** Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas, events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- ❑ **CC.1.2.9-10.F:** Students will analyze how words and phrases shape meaning and tone in texts.
- ❑ **CC.1.2.9-10.G:** Students will analyze various accounts of a subject told in different mediums to determine which details are emphasized in each account.
- ❑ **CC.1.4.9-10.U:** Students will use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

FOCUSED TEXT AND RESOURCES:

Focused texts to be utilized for this lesson:

- ❖ 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>
- ❖ 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>
- ❖ 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-asylum>
- ❖ Democracy Now! news story (video and

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- ❖ 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-asylum>
- ❖ 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>

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- ❖ 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:

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- ❖ 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
- ❖ [teacher-made worksheet](#)
- ❖ [Weekly Do Now Worksheet](#)
- ❖ [Word Wall](#) display sheets to enlarge, cut out and hang
- ❖ [News Reporting Analysis worksheet](#)
- ❖ [video analysis graphic organizer](#)
- ❖ [Weekly Exit Ticket Worksheet](#)
- ❖ [Socratic Reflective Discussion Analysis](#) worksheet
- ❖ [Further contemporary reading](#) on migration, immigration and refugees.

WARM UP: Distribute [Do Now](#) sheets AND pose the warm-up assignment on the smartboard, whiteboard, or blackboard. **Choose one of the following questions and write a three (3) sentence response. Provide specific details in your responses.** (a) **Who** are the people stranded at the US-Mexican border during this current migration crisis? (b) **What** are all of the migrants doing in Mexico? (c) **When** do you believe the Mexican government will allow the migrants to continue their journey? (d) **Where** do you believe many of the migrants in Mexico are coming from? (e) **Why** would the migrants or immigrants risk leaving their home country to travel to another country? (f) **How** can we help the migrants at the US-Mexican border? Students will have 5 minutes to complete the Do Now. During a brief discussion about the terms, referring back to the smartboard, whiteboard, or blackboard, jot down student responses to create a livelier classroom discussion.

[/african_migrants_mexico_transit_policy](#)
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WARM UP: Create a [Do Now](#) Google Jamboard/Padlet where students can virtually input their names and responses or upload the [Do Now](#) sheet for the writing prompt. **Choose one of the following questions and write a three (3) sentence response. Provide specific details in your responses.** (a) **Who** are the people stranded at the US-Mexican border during this current migration crisis? (b) **What** are all of the migrants doing in Mexico? (c) **When** do you believe the Mexican government will allow the migrants to continue their journey? (d) **Where** do you believe many of the migrants in Mexico are coming from? (e) **Why** would the migrants or immigrants risk leaving their home country to travel to another country? (f) **How** can we help the migrants at the US-Mexican border? Students will have 5 minutes to complete the Do Now.

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, repression,

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

- **POST** the vocabulary using a “[Word Wall](#)” display in the classroom
- 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.
- Divide students into small groups, distribute three (3) semantic organizers to each group and have students work collectively to analyze the lesson terminology.

DIRECT INSTRUCTION: Post the following using the classroom smartboard, whiteboard, or blackboard: 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. Engage students in a group discussion of the reading and video using *Socratic Seminar*.

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

GUIDED PRACTICE:

- ❖ 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
- ❖ Guide the reading with [news story questions](#) and a focus on key points while completing a [video analysis graphic organizer](#) to promote discussion.

regularization, Northern Triangle

- **POST** the vocabulary “[Word Wall](#)” display in the virtual classroom using *Google Jamboard* or *Padlet*
- Introduce the lesson terminology using the <https://visuwords.com/> website.

DIRECT INSTRUCTION: Upload the following: 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. Review the details with students.

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

GUIDED PRACTICE:

- ❖ 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
- ❖ 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](#) to invoke dialogue. Highlight student responses on the *Google Jamboard/Padlet*.

INDEPENDENT PRACTICE:

- ❖ 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-asylum>

INDEPENDENT PRACTICE:

- ❖ Have students work in cooperative groups to complete the separate readings and worksheet questions. Have the students share out their findings.
- ❖ 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>
- ❖ 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-asylum>

CLOSURE:

- ❖ Give a synopsis of the lesson. Have students demonstrate what they now know.
 - ❖ Divide students into cooperative groups to debate about why they believe the African and Caribbean stories are rarely included when migration, immigration or refugee stories are reported.
- OR**
- ❖ why they believe a large non-Latin American population has been traveling through Central America to reach the United States. 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 who will be the note-taker, speaker and timer.

EXIT TICKET: Distribute the [Exit Ticket](#) sheet. 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.

HOMEWORK (LESSON EXTENSION): Choose a title from the contemporary [reading list](#) for further

- ❖ Provide the links for the [teacher-made worksheet](#) and [news story questions](#) or upload to the Virtual Classroom.

CLOSURE:

- ❖ Create Virtual Breakout Rooms and have students: debate about why they believe the African and Caribbean stories are rarely included when migration or immigration is reported.

OR

- ❖ why they believe a large non-Latin American population has been traveling through Central America to reach the United States. 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: Upload or provide a link for the [Exit Ticket](#) sheet. 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.

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.

	<p>reading on the topics of migration, immigration and refugees. Read a chapter and write a one (1) paragraph summarization.</p>	
<p>Lesson</p>	<p>Traditional Classroom</p>	<p>Virtual Classroom</p>
<p>Lesson #3: “The Migrant Experience”</p>	<p>OBJECTIVE: Students will be able to discuss the struggles and challenges that poor migrants persevere to migrate to another country? How are poverty and migration interlinked? How has the immigration and asylum policies of the United States affected 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 has the immigration and asylum policies of the United States affected migration?</i></p> <p>The Academic Standards to be addressed in this lesson include:</p> <ul style="list-style-type: none"> ❑ CC.1.2.9–10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. ❑ CC.1.2.9–10.C: Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. ❑ CC.1.2.9–10.G: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. ❑ CC.1.4.9–10.U: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. ❑ CC.1.5.9–10.A: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 	<p>OBJECTIVE: Students will be able to discuss the struggles and challenges that poor migrants persevere to migrate to another country? How are poverty and migration interlinked? How has the immigration and asylum policies of the United States affected 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 has the immigration and asylum policies of the United States affected migration?</i></p> <p>The Academic Standards to be addressed in this lesson include:</p> <ul style="list-style-type: none"> ❑ CC.1.2.9–10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. ❑ CC.1.2.9–10.C: Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. ❑ CC.1.2.9–10.G: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. ❑ CC.1.4.9–10.U: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. ❑ CC.1.5.9–10.A: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. ❑ CC.1.5.9–10.D: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners

- ❑ **CC.1.5.9–10.D:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
- ❑ **CC.1.5.9–10.F:** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

FOCUSED TEXT AND RESOURCES:

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>
- "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"
[Thousands of African migrants stuck in limbo in Mexico](https://pulitzercenter.org/stories/thousands-of-african-migrants-stuck-in-limbo-in-mexico)
- [migration-related photos](#)
- [The Migration Series](#)

Resources to be utilized for this lesson:

- [Academic Standards](#)
- Internet search engines (i.e., [Bing](#), [Google](#), [Yandex](#), [DuckDuckGo](#), [StartPage](#))
- Digital Lexicon website

can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

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- [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](#)

	<p>(https://visuwords.com/) or semantic organizer https://buildingrti.utexas.org/sites/default/files/documents/Semantic_Org.pdf</p> <ul style="list-style-type: none"> ➤ Google Jamboard or Padlet app ➤ Weekly Do Now Worksheet ➤ Word Wall display sheets to enlarge, cut out and display ➤ News Reporting Analysis worksheet ➤ photograph analysis graphic organizer ➤ photo analysis worksheet ➤ video analysis graphic organizer ➤ Weekly Exit Ticket Worksheet ➤ Socratic Reflective Discussion Analysis worksheet ➤ United States Census Bureau website ➤ Further contemporary reading on migration, immigration and refugees <p>WARM UP: Distribute Do Now sheets AND pose the warm-up assignment on the smartboard, whiteboard, or blackboard. <i>Choose from ONE of the following questions and write a short response. Provide specific details.</i></p> <ol style="list-style-type: none"> 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 mobility 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? <p>LESSON/ACTIVITIES: Terminology Analysis: persecution, climate change, springboard, videographer, torrential, terrain, containment, extra-continental migration, journey</p> <ul style="list-style-type: none"> ● POST the vocabulary using a "Word Wall" display in the classroom ● 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. ● Divide students into small groups, distribute three (3) semantic organizers to each group and have students work 	<ul style="list-style-type: none"> ➤ Word Wall display sheets to enlarge, cut out and display ➤ News Reporting Analysis worksheet ➤ photograph analysis graphic organizer ➤ photo analysis worksheet ➤ video analysis graphic organizer ➤ Weekly Exit Ticket Worksheet ➤ Socratic Reflective Discussion Analysis worksheet ➤ United States Census Bureau website ➤ Further contemporary reading on migration, immigration and refugees <p>WARM UP: Create a Do Now Google Jamboard/Padlet where students can virtually input their names and responses for the writing prompt: <i>Choose from ONE of the following questions and write a short response. Provide specific details.</i></p> <ol style="list-style-type: none"> 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 mobility 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? <p>LESSON/ACTIVITIES: Terminology Analysis: persecution, climate change, springboard, videographer, torrential, terrain, containment, extra-continental migration, journey</p> <ul style="list-style-type: none"> ● POST the vocabulary "Word Wall" display in the virtual classroom using Google Jamboard or Padlet ● Introduce the lesson terminology using the https://visuwords.com/ website. <p>DIRECT INSTRUCTION:</p> <ul style="list-style-type: none"> ● Upload or provide the links for the reading material, video excerpt and video graphic organizer. ● 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 a better life. 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 and many try to get to the United
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collectively to analyze the lesson terminology.

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 a better life. 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 and many try to get to the United States.
- Create cooperative groups and have students read the various articles using a graphic organizer in order to understand how migrants relocate to other countries and what they endure during their journey.
- Have students view a [video excerpt](#) using the [video graphic organizer](#) in order to develop a deeper understanding of a migrant's experience.
- Dialogue and discuss the readings and video.

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

GUIDED PRACTICE:

- 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."
- 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>.
- Place students in groups and distribute a series of panels to each group for photo analysis using a [photograph analysis graphic organizer](#).

INDEPENDENT PRACTICE:

States.

- Form cooperative groups in Breakout Rooms and have students read the various articles while using a graphic organizer in order to understand how migrants relocate to other countries and what they endure during their journey.

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

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- Create and place students in Breakout Rooms for group work. Divide the panels among the groups for photo analysis using a [photograph analysis graphic organizer](#).
- Students can share out their creations on *Google Jamboard* or *Padlet*.

INDEPENDENT PRACTICE:

- ★ Upload or provide links to a variety of [migration-related photos](#) along with the [photo analysis graphic organizer](#) or [photo analysis worksheet](#).
- ★ Have the students view, discuss, and document what the photos are about. Have the groups share out their thoughts.
- ★ Students will be able to analyze primary source photographs in order to create their own photo essay describing the migration experience.

CLOSURE: Upload a scrambled version of "The Migration Series" panels and have students guess the chronological order of the panels and place them in that order using *Jamboard*, *Padlet*, [Visme](#) or [Thinglink](#).

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

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 using *Jamboard*, *Padlet*, [Visme](#) or [Thinglink](#).

EXIT TICKET: Distribute the [Exit Ticket](#) sheet. Students should complete the following Writing Prompt: Now that you have completed the “Migration and Poverty” lesson, choose from one of the questions that you did not choose for your Do Now, answer it using complete sentences and provide supporting details. *Why do migrants, immigrants and refugees face obstacles in their attempt to re-establish their lives?*

- *What are the current trends in human mobility 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?*

HOMEWORK (LESSON EXTENSION):

- ❖ Have students compete *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:
 - What is the total population of your neighborhood?
 - What populations make up your

EXIT TICKET: Upload or provide the link to the [Exit Ticket](#) sheet. Students should complete the following Writing Prompt: Now that you have completed the “Migration and Poverty” lesson, choose from one of the questions that you did not choose for your Do Now, answer it using complete sentences and provide supporting details. *Why do migrants, immigrants and refugees face obstacles in their attempt to re-establish their lives?*

- *What are the current trends in human mobility globally?*
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 - What is the total population of your neighborhood?
 - What populations make up your neighborhood?
 - What is the age group of the population in your neighborhood? How many are school age? How many are elderly?
 - What is the average income of the residents in your neighborhood?
 - Is there a foreign-born community in your neighborhood? What percentage do they make up of the total population?
 - If there is a foreign-born population, what language or languages do they speak?
 - What percentage of your school is foreign-born?
 - Student-made question
 - Student-made question
 - Student-made question

OR

- neighborhood?
- What is the age group of the population in your neighborhood? How many are school age? How many are elderly?
 - What is the average income of the residents in your neighborhood?
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 - If there is a foreign-born population, what language or languages do they speak?
 - What percentage of your school is foreign-born?
 - Student-made question
 - Student-made question
 - Student-made question

OR

- ❖ Students can talk with someone on their street, church, school, jobsite, or home about their experience of coming to America 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

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Lesson	Traditional Classroom Culminating Exercise	Virtual Classroom Culminating Exercise
Culminating Project	<p>Students will use Jacob Lawrence's, "The Migration Series," as a template and a rubric to create a photo essay that describes a story of migration, immigration or refugee status. Students will produce an artistic creation or conduct internet research as well as use magazines, newspapers, etc. to create a photographic essay. Each photo must explain part of the migration experience. Each photo must contain a caption that explains the photo. 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.</p>	<p>Students will use Jacob Lawrence's, "The Migration Series," as a template and a rubric to create a photo essay that describes a story of migration, immigration or refugee status. Students will produce an artistic creation or conduct internet research as well as use magazines, newspapers, etc. to create a photographic essay. Each photo must explain part of the migration experience. Each photo must contain a caption that explains the photo. 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.</p>