**LESSON PLAN TEMPLATE**

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Lesson Title:

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| Culture and Life Lessons : Sharing Our Immigration Stories |

Grade Level(s) and Subject:

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| 6th - 8th graders |

State Curricular Standards: A list of standards (with codes) that are satisfied/addressed by the lesson plan.

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| This resource incorporates activities aligned to the following core standards from the NCSS for enhancing the rigor of K-12 Civics, Economics, Geography, and History. <https://www.ksde.org/LinkClick.aspx?fileticket=zNGRyc6vESw%3D&tabid=472&portalid=0?=1587> |

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| The idea of this lessons is to provide students a project that includes basic communication skills (necessary for participating in our society) combined with opportunities that require them to think, carefully choose their words and manner of communicating, practice listening skills, and write practicing word choice, grammar, and punctuation, all with a intercultural theme. |

Curriculum Goals and Objectives: In 3-4 lines, explain, in concrete and specific terms, what students will gain from your lesson plan.

Multicultural Goals: Please check or highlight one or more.

Developing Multiple Historical Perspective

**Developing Cultural Consciousness**

**Increasing Intercultural Competence**

Combating Racism, Prejudice, and Discrimination

Developing Awareness of the State of the Planet and Global Dynamics

Developing Social Action Skills

Time (days/weeks) Required:

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| 4-5 days |

Required Materials / Supplies:

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| Pencils, notebook, art supplies: crayons , scissors , anything to use to color and build the train |

Vocabulary: Please define vocabulary words; put foreign words in italics.

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| All the words provided in this lesson will be in English. |

Instructional Framework + Daily Plan: Give as much detail as possible about the learning methods and activities.

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| **Instructional Framework + Daily Plan** | |
| **Goals**  5 Minutes | Students Objectives   * Students will understand differences * Discuss reactions to and ideas gained from reading experiences * Students will learn new vocabulary * Students will be able to describe the experiences of immigrant * Students will reflect on personal emotions associated with being an immigrant * Students will be made to recognize social, economic, and linguistic issues immigrants face in their daily life * Students will make Cultural comparisons   —-Procedure: The lesson will be broken down into 5 ( days) parts:  Day 1  **Opening: Explore what students know/Preview what they will learn.**   * Teacher will share their own story - either your own experience or something related. * Teacher will preview what students will be doing a project. * This week they will be talking about immigration and share stories about coming to America. * An interview with immigrant relative! Emphasize goal of telling a story. Students will tell their family or friends stories ( Kids will have 2 days to complete the interview project.) |
| Middle School – 15 min  10 min  10 m | **Whole Group:**  Day 1 - First part:   * Teacher will write the word "immigration" on the board * Give students various examples of immigration. Use personal stories if possible.Invite students to share their own examples, ideas, or questions about immigration. * What is the definition of immigration? What are some reasons people immigrate? * Why is America a popular destination for immigrants? * What are some of the obstacles that an immigrant faces?   **Ethnicity Exercise**  Students discuss their ethnic backgrounds and share three unique things about their culture (food, holidays, celebrations, etc.). (<https://www.accreditedschoolsonline.org/education-teaching-degree/multicultural-students/>  Second part:   * Teacher will go over vocabulary with the students in order to prepare them to write questions and their stories. * ***Immigration:***an act or instance of [immigrating](https://www.merriam-webster.com/dictionary/immigrate)   *specifically* **:**travel into a country for the purpose of permanent residence there   * ***Diversity:*** the condition of having or being composed of differing elements **:**[VARIETY](https://www.merriam-webster.com/dictionary/variety) * ***Customs:***a usage or practice common to many or to a particular place or class or habitual with an individual * ***Origin***: the point at which something begins or rises or from which it derives * ***Race***:a group of people sharing a common cultural, geographical, linguistic, or religious origin or background   Source: <https://www.merriam-webster.com/> |
| **Small Group:**   * Small groups activity will consist of have groups come up with the type of questions they need to ask. * Practice to formulate questions for parents and grandparents. For example:  1. Why did you come to Kansas? 2. When did you come to Kansas?  * Record questions to share with the teacher * As a group share with class why and how you came up with these questions. |
| **Writing:**  Day 1 - Day 2   1. Prewriting. Students should begin working on their interview questions before their interview. Students will share with the teacher their questions for approval. 2. Drafting. Discuss effective ways for students to write their immigrant oral histories. For example, they might use the first-person voice, letting the immigrants tell their own tales.   Day 3   * Revising and Editing. Teacher will work with the students making sure they have all information they need to present their stories. * After the stories are done they will paste on train   Day 4 and Day 5  **Final Product**  Students will present to the teacher and class their art with the train and share their stories. |
| 5 Minutes | **Closing: Revisit the Learning Targets**  Teacher will close the lesson explaining to the students how important it was to understand where we come from and get to know the stories of our own people.  The idea of this lessons is to provide students a project that includes basic communication skills , combined with opportunities that require them to think in an intersectional way with an intercultural theme. |

Primary Source Bibliography: Please review definition at (<http://research.library.gsu.edu/primaryhistory>). Identify your source(s) so that others can find it such as websites with hyperlink or books with title, and publication date and (optional) link to on-line purchasing site.

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| Immigration stories and history: <https://www.loc.gov/classroom-materials/immigration/><https://www.cia.gov/library/publications/the-world-factbook/>  **International Journal of Multicultural Education** <http://ijme-journal.org/index.php/ijme>The International Journal of Multicultural Education is committed to promoting educational equity, cross-cultural understanding, and global awareness in all levels of education.  **National Association for Bilingual Education (NABE)** <http://www.nabe.org/>  Founded in 1975, this organization addresses the needs of language minority students in the US, and works to advance language competence and multicultural understanding of all Americans.  **Books:**  Multicultural Education: Issues and Perspectives, by Incofan  Learn more: <https://www.amazon.com/dp/0470483288/ref=cm_sw_em_r_mt_dp_P8uBFbA4QXQJK>  How Children Succeed: Grit, Curiosity, and the Hidden Power of Character  Learn more: <https://www.amazon.com/dp/0544104404/ref=cm_sw_em_r_mt_dp_1yvBFbHF313JK>  Rethinking Multicultural Education: Teaching for Racial and Cultural Justice  Learn more: <https://www.amazon.com/dp/0942961536/ref=cm_sw_em_r_mt_dp_aAvBFbP6C9XMT> |

Other Resources Used: What non-primary sources or other items did you use that added a deeper understanding of this lesson’s topic? You may also include resources that teachers might appreciate if they want more background information.

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| **\*International Digital Children's Library** <http://en.childrenslibrary.org/>  Thousands of full text on-line children's books in 40+ languages from around the world.  Classroom Exchange <https://www.epals.com/#/connections>  The New Americas <https://www.pbs.org/independentlens/newamericans/>  **Bill's World of Art** <http://www.bloorstreet.com/300block/8art.htm>  Take a virtual tour of many world art museums online. Download paintings and artist bios for use in the classroom. A good link to the International Museum Network is here.  Teachers Activities and interactive tour for kids: <http://teacher.scholastic.com/activities/immigration/index.htm>  25 books about Immigration Experiences:  <https://www.scholastic.com/teachers/teaching-tools/book-lists/26-books-about-immigration-and-assimilation-experiences.html> |