

Name

Date:

Time allotted for lesson: 2hrs

Unit: Social Studies/ Language Arts

Grade Level:

Lesson Plan Topic: Immigration

Materials Needed: PowerPoint Presentation, magazine cutouts, white boards, handouts on EU

Goals/Objectives/ Lesson Objectives	Standards
<p><i>The learner will be able to give a working definition of who an immigrant is.</i></p> <p><i>The learner will be able to identify reasons for why people immigrate</i></p> <p><i>The learner will be able to identify on the map and list the countries of origin of immigrants who live in the US, France, and Great Britain.</i></p> <p><i>The learner will be able to identify implications of immigration</i></p>	<p>US History Standard 7.6: Analyze and explain the impact on American society and culture of the new immigration policies after 1965 that led to a new wave of immigration</p> <p>US History Standard 8.1: Identify and explain the importance of key events and people associated with domestic problems and policies from 1980 to 2001</p> <p>World History 10.11: Describe ethnic or nationalistic conflicts and violence in various parts of the world, including Southeastern Europe, Southwest and Central Asia, and Central Africa</p>

Pre Lesson Plan

Content Knowledge

The lesson is focused on teaching students about immigration and the societal causes for it. In this lesson students will learn about the implications of society on immigration and reasons for people leaving their countries of origin. Students may have a difficult time with some of the historical events that occurred that led many people towards immigration, but dialogue for students to share their thoughts will be key in this process.

Assessment

- Pre-Assessment- Ask students to divide into several groups and create a working definition of what they think immigration is. Students will then be asked to create a descriptive list of who they believe immigrants are.
- Student Self-Assessment- After the students have been given time to complete the mini assignment, students will have dictionaries in each of their groups. They will be asked to recite the definition, a class discussion on the similarities and differences between their definitions and the dictionary should arise

from this.

- Ongoing Assessment- Throughout the lesson students should be asked guiding questions in order for them to understand the societal implications for immigration. This should be a time where students are inquisitive about the events that occurred.

- Summative-

Differentiation

- What modifications and accommodations will be used to meet the needs of the students in your class who have varying knowledge, skill, language, and behavioral needs?

Culturally Responsive Teaching

Exploring some of the historical events that took place, which forced many people to leave their countries of origin, is something that will be explored in this lesson. Also having students to discuss topics of assimilation and acculturation are also important.

Lesson Plan

Launching the Lesson:

The students will stay in their groups from the pre-assessment. Teachers can choose pictures of a variety of people and ask students who they think immigrants are. Teachers can also ask students to talk about the list they created of words to describe who immigrants are. Have students think about how the media influences their ideas on who immigrants are.

Middle Of The Lesson

Throughout this portion of the lesson, the teacher will be using the PowerPoint Presentation to effectively teach the students about certain aspects of immigration. The Power point will be used as a guide to suggest dialogue as well as provide students with information about immigration. During the PowerPoint presentation guiding questions that the teacher decides are important to the students' learning will be used to engage the students to actively think about immigration.

Activity (these activities should be done in conjunction with the Immigration unit plan):

Activity 1: This activity is used for students to get an understanding of the demographics of individuals who are immigrating into the US, France, and Great Britain. The students can either be divided into pairs or small groups. After students have found the demographic information, there should be a brief discussion on how this affects the current economic, educational, and healthcare state of each of these countries and how these demographics shape the opinions of people in the country.

*Describe the social and economic make-up of people who live in the United States, France, and Great Britain? (Use the list provided below)

Background of country

Economic overview

Median Age
Population growth
Life expectancy
Ethnic group
Religions
Literacy rate
Per capita income
Unemployment rate
Population below poverty line

Activity II: Why do People Immigrate?

Students will be divided into groups and asked to pick a specific topic and research what countries of origins are mostly affected by these different topics. Students will report on why students immigrate due to these different situations and explain the different events that occurred for each of these situations such as the War in the Rwanda, Genocide in Uganda, Famine in Africa, War in Bosnia, and the Holocaust. Students will present on their topics and explain why these influences cause groups to immigrate. (*Teachers may also want to discuss how many of the countries that people immigrated from were once colonies of Great Britain and France)

(Students' answers should include some of the following):

Join Family, Escape Famine, Political Persecution, Religious Persecution, Work Opportunities, and War

Activity III: Immigration

Have students investigate how each of the countries listed below using the suggested websites allow individuals to legally immigrate:

- United States- U.S. Citizenship and Immigration Service
- Great Britain- Home Office Border and Immigration Agency
- France- Embassy of France in the United States
- European Union- European Commission Justice and Home Affairs

Activity IV: Implications of Immigration on Western Society

Divide class into small groups have them brainstorm their thoughts. Use as the guidelines culture, security, economy, and social services. After students have brainstormed collectively as a class create a list of the implications for immigration- the positive implications and the implications that cause for cultural changes. Students should also discuss the implications that the role the media plays in creating negative images and stereotypes of immigrants.

Closure: During closure students should be able to identify several reasons why people leave their countries of origin.

Modifications & Accommodations:

What modifications and accommodations are needed for particular students?

*lesson plan provided by UNC Chapel Hill School of Education

*lesson and activities derived from Thomas E. Van Meter's curriculum on Immigration