

Introduction to Immigration – Time Travelers

Overview:

By capitalizing on the rich, diverse cultures that students bring to the classroom, they will understand how immigration changes and influences their society. Using primary and secondary resources included throughout the Time Travelers Curriculum students will research their heritage. Throughout the lessons students will reflect on how life is affected by many cultures. It is our goal that by the end, students will have an understanding of how immigrant groups settled in various areas for a variety of reasons. Students will also be developing analytical skills over the course of these lessons. The skills addressed, as well as the unit’s format, can be adapted to meet the diverse needs of all students.

Lesson Summary:

Students will work together to analyze sources to gain an understanding of diversity and immigration. This lesson can be used alone or within the unit.

Grade Level:

Elementary

Standards:

- CCSS.ELA-LITERACY.CCRA.R.7
- CCSS.ELA-LITERACY.CCRA.W.9
- CCSS.ELA-LITERACY.CCRA.SL.1
- CCSS.ELA-LITERACY.CCRA.SL.2
- CCSS.ELA-LITERACY.CCRA.SL.4
- CCSS.ELA-LITERACY.CCRA.SL.6
- CCSS.ELA-LITERACY.CCRA.L.6
- HSS4.16
- SL4.4
- RI4.1
- RI4.9
- W4.8

Learning Objectives:

Students will be able to:

- Students will understand similarities and differences between themselves and others.
- Students will recognize and value diversity among their peers.
- Students will recognize and value the diverse experience of immigrants and of children from other countries.
- Students will read and understand visual texts.

Materials:

Primary Sources: Images found throughout the Time Travelers Site.

Introductory Activity:

1. To prepare, create a visible line on the ground with string or tape. Arrange the classroom so there is space for every student to stand around the line. Separate students into two lines, facing one another on either side of the line. Students should begin by standing about a foot or two away from the line.
2. Instruct students to complete this activity in silence, but to think about who is standing next to them after each statement.
3. Explain to students that in this activity you will call out a series of statements and that you want them to step toward the line if the statement is true. Use the following statement as a model: "Step to the line if you are a student." Let students know that they don't have to move if they feel uncomfortable.
4. Then read the other identifiers on this list, using "Step on the line if you..." each time. Pause after each statement and notice who moved and who didn't. Feel free to add any of your own ideas!

Note: If you add statements, start with low-risk statements and ease into high risk ones.

- Like listening to music
- Have brown hair
- Have curly hair
- Like playing video games
- Have a sibling
- Likes playing sports
- Speaks more than one language
- Has lived in another state
- Has lived in another country
- Are afraid of something
- Struggles in school sometimes
- Worry about what you look like

When all descriptors have been called out, have students discuss the following:

- How did it feel when you stepped to the line?
- Did anything surprise you?
- At any point during the activity did you feel alone or isolated?
- At any point during the activity did you find you had more in common with others than you thought?
- What did you learn about your classmates?

Assess background knowledge by asking students questions around the following:

What is immigration?

- What do you know about immigration?

- Who is an immigrant?
- Why do people emigrate?
- Who is a refugee? How is a refugee different from an immigrant?

Learning Activity:

Have students form small groups and assign one image to each group. Images may be viewed in a digital format on computers or may be printed out for each group. Assign a note taker to each group.

Ask students to list the similarities and the differences they see between a child in the photo and themselves. Have the note taker write down the group's responses.

Ask the students to answer the following questions and have the note taker write their responses.

- What is happening in this picture?
- In what location was this picture taken?
- What else do you see in the picture?

Then, as a whole class, ask students to share what they discovered.

Key Questions:

- What can I learn from hearing a personal story?
- How can I learn more about other people?
- How are people similar and different from me?
- Why do people immigrate?
- What struggles do immigrants have once they have arrived in their new home?

Extension Activity:

Have students think about the things they would take with them if they were moving to a different state or country. Have students create a story about themselves and that/those items that they value. They can use crayons, make a collage, use pictures, etc. to illustrate and describe their story. Students should create a narrative about what they want others to know about that/those items and why they chose it/them. Stories should be no more than two to three minutes long when read aloud. The completed stories can be shared daily with the entire class during a designated time of day. If students choose, they can create questions and answers to further explain their stories.

Assessment:

Utilize the discussion questions for assessment.