

Lesson Overview

Title:	Coming to the United States
Subject:	Social Studies- Immigration
Grade Level(s):	Grades 3-5
Duration:	2 Days (45 min each)
Unit Description:	Students will explore social, political, and cultural factors impacting contemporary immigration to gain an understanding of the current immigration process.
Lesson Description for Day:	To introduce the topic, read <i>Two White Rabbits</i> by Jairo Buitrago as a read aloud. Then, display the images from Michelle Frankfurter's <i>Destino</i> via a PowerPoint presentation. In day two students will create a story of their own about a fictional character's journey from Central America to the United States.
Teaching Tolerance Social Justice Standards:	Justice 14 JU.3-5.14 I know that life is easier for some people and harder for others based on who they are and where they were born. Justice 11 JU.3-5.11 I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.

Goals

Inquiry Question:	What does an illegal immigrant's journey to the US look like? (<i>focusing specifically on Central American immigrants</i>)
Lesson Objective(s):	Students will construct and illustrate a 5 day narrative of a fictional journey from Central America to the US.

Methods

Anticipatory Set:	On a small piece of scrap paper have students draw a picture of what they think it's like to travel via train. Do a quick gallery walk to allow students to what their peers have drawn.
Introduce and Model New Knowledge:	-To introduce the read aloud show students a map of Central America, Mexico, and the US to highlight the journey that is described in the book as well as the one they will refer to later in the lesson. -Read <i>Two White Rabbits</i> . -Show students powerpoint with images from <i>Destino</i> . -Connect pictures in .ppt with part of the book. -Refer back to intro activity..."all of you drew yourselves inside the train...take a minute to discuss with your

	neighbor how you would feel if you had to travel to the US a top a train.”
Provide Guided Practice:	-Via a Chalkboard Splash each students will brainstorm items they would pack for the journey, how they would prepare for it, and what they would gain/leave behind by going (in the mindset of a central america child making the journey).
Provide Independent Practice:	-Using the Handout attached below (5 days total) students will create a story of their own about a child’s or a family's journey from Central America to the US. They will also include and illustration for each day in their journey.
Wrap-Up	All students will add their final narrative to a Journey Journal where students can read one another’s work.

Assessment

Formative/Ongoing Assessment:	Participation in class activities and class discussions.
Summative/End Of Lesson Assessment:	Students 5 day narrative and corresponding illustrations that will go into the class Journey Journal .

Materials

<i>Destino Images .ppt</i> <i>Journey Journal</i> entry forms (5 per student) <i>Two White Rabbits</i> by Jairo Buitrago
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