

Lesson Overview

Title:	Current Immigration Policies in the United States of America
Subject:	Social Studies- Immigration
Grade Level(s):	Grades 3-5
Duration:	90 minutes (could be broken down into 3 thirty minute sessions)
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:	Students will work at stations where they will learn important immigration vocabulary. They will begin to understand the complexity of the US Immigration Process.
Teaching Tolerance Social Justice Standards:	Justice 13 JU.3-5.13 I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.

Goals

Unit Inquiry Question	What does immigration look like today?
Lesson Inquiry Question	Is immigration a simple and fair process?
Lesson Objective(s):	Students will be able to explain the difference between an immigrant and a refugee. Students will be able to explain the process associated with legal immigration.

Methods

Anticipatory Set:	<p>The night before, ask the students to investigate at home. See if they can find out who in their family's history immigrated to the USA or if they are members of Native Nations. Was the immigration voluntary or forced? Was it recent or long ago? (See attachment entitled Current Immigration Policy Materials) Start today's lesson by placing the children into small groups. They will work in these groups the remainder of the lesson. (Groups should be heterogeneously constructed to ensure a higher level reader in each group to orally read the documents.)</p> <p>Have the children share what they learned from each other in their small groups. Assign one student to be "the reporter", who will summarize aloud to the entire class what they learned in their groups.</p>
-------------------	---

Introduce and Model New Knowledge:

After all the groups have shared, the teacher will begin providing new instruction with this video that shows where US immigrants came from historically. <https://youtu.be/fiPq7C06zjQ>

Stop periodically to point out the timeline on the bottom and the locations people are immigrating from. See if any students can make a connection to their personal family histories.

Teach the term “naturalization” This is the term currently defined as: the way that a person not born in the United States voluntarily becomes a U.S. citizen. It is recommended that this term and definition be added to the class word wall.

The class will engaged in center activities, where small groups of students rotate through stations, discussing and recording concepts.

Stations

1) *Can I apply for naturalization?*

(<https://www.uscis.gov/sites/default/files/USCIS/Resources/Citizenship%20&%20Naturalization%20Based%20Resources/A%20Guide%20to%20Naturalization/PDFs/M-480.pdf>)

In this station the teacher should provide enough laminated copies of the Naturalization worksheet (found at the link above) as there are students in each small group. Students will try to read the worksheet and fill it out for 3 fictitious scenarios. (See attachment entitled Current Immigration Policy Materials)

2) *What does it mean to be a permanent resident?*

View this video: <https://youtu.be/oqAnzGNfxCY>

In this station students will watch a brief video.(Use link above) They will fill out the video guide while they watch it.

3) *What's the difference? (Naturalized US Citizen or Permanent Resident)*

<https://youtu.be/vuqFUohYRYc>

In this station students will watch a brief video.(Use link above) They will fill out the video guide while they watch it.

4) *What is a refugee?*

In this station students will learn how a refugee differs from a migrant. Students should watch both videos and discuss with their peers their reactions to the videos.

<https://www.youtube.com/watch?v=ctCaKH-2Wm8>

(This video gives a helpful definition of refugee. You might want to also add this term and definition to the class word wall)

https://www.youtube.com/watch?v=KQpdsNqn_jI

(This video is 2014 BBC footage from a Syrian refugee camp in Lebanon. Young people share their experiences living in the camp)

<p>Provide Guided Practice:</p>	<p>In their same small groups, give each group will be given 3 pictures to analyze. One of UN Refugee Agency refugee camp in Jordan, other is of a family holding a naturalization certificate, the third is a replica of a naturalization certificate. (See attachment entitled Current Immigration Policy Materials)</p> <p>The teacher should circulate around the room to check if the group are discussing the images using vocabulary gained from the lesson.</p>
<p>Provide Independent Practice:</p>	<p><i>Concept Diagram:</i> Students will use images or words to convey the four basic terms from this lesson: immigrant, refugee, naturalization, permanent resident.</p>
<p>Wrap-Up</p>	<p>Students will trade concept diagrams with a partner. If their partner has a good idea that they want to add to their own they may. This is also an opportunity for the partner to provide constructive feedback is a term is not represented accurately on the concept diagram.</p>