

Lesson 1

Establishing Community

Grades 6 – 12 MODULE OVERVIEW

Lesson 1: The Immigrant Experience Through Different Media (120 minutes)	Lesson 2: The Immigrant Experience: Literature-based Discussion <i>Return to Sender</i> (120-180 minutes)
<ul style="list-style-type: none">▪ Activity 1: Studying Visual Texts: The Immigrant Experience▪ Activity 2: Poetry and The Immigrant Experience	<ul style="list-style-type: none">▪ Discussion 1: Crossing Borders▪ Discussion 2: Fear of Loss▪ Discussion 3: Facing Challenges▪ Discussion 4: Being Resilient▪ Discussion 5: Together at Last▪ Discussion 6: Gathering Courage▪ Discussion 7: Adapting to Change▪ Discussion 8: Finding Home

Teacher Background

The primary origins of “as American as apple pie” are difficult to pinpoint, but it was used as early as 1928 to describe the home-making abilities of Lou Henry Hoover (President Herbert Hoover’s wife). It is fair to assert that though the phrase was floating around in the early 20th century, it was seldom used.

It wasn’t until the 1940s, when the United States entered World War II, that “as American as apple pie” truly took off. When journalists at the time asked soldiers why they were willing to fight in the war, the typical response was “for mom and apple pie.”

Regardless, news archive search results indicate a tremendous upswing in the use of the saying in the 1960s, and apple pie continued on to establish itself as the reigning symbol of American patriotism.

Source: Priceonomics

I. Objective

Use visual and written texts as a springboard for students to share their thoughts, feelings, and understanding about immigration and deportation issues.

II. Standards

ELA Reading Standards: Strands 1, 2, 3, 4, 6, 7

ELA Speaking and Listening: Strands 1 and 2

ELD Standards: I.A.1,2; I.B.5, 6 & 8; I.C.11

History and Social Science Standards: 8.5.2, 8.8.6, 8.12.7; 10.10.1; 11.9.7, 11.11.1; 12.2.6, 12.6.3

III. Materials/Resources

1. Teacher Resource – Lesson 1 Power Point
2. Image of acrylic painting by Malaquias Montoya, 1981 “*Undocumented*” (PowerPoint slide 1)
3. Student Response Journals
4. Activity 1, Student Handout 1 - Immigration Quiz
5. Activity 1, Teacher Resource - Immigration Quiz AnswerSheet
6. Activity 2, Student Handout 1 - Immigration Timeline
7. Activity 2, Student Handout 2: Poem “*Border Towns*” by Roberto Duran (Power Point Slide 2)
8. Computers or iPhones for students to access links
9. Media Resources –
 - a. The Immigration Quiz in Independent Lens| State of Arizona at <http://www.pbs.org/independentlens/blog/immigration-quiz-2/>
 - b. Immigration Timeline www.pbs.org/frontlineworld/stories/mexico704/history/timeline.html
 - c. Video “Undocumented Americans – The Story of Jong –Min” minutes 0 – 1:52 <http://www.apa.org/topics/immigration/undocumented-video.aspx>
Summary: Jong-Min is a Dreamer who was brought to the U.S. by his parents at a very young age. In the video he shares his feelings about being undocumented and conflicted by being a Korean citizen because he was born in Korea, but feeling that he is an American because he grew up and was raised in the U.S.
Teacher’s Note: When using this video with middle school students, provide a preview by sharing the summary above.

IV. Vocabulary

maligned frown

Idiom: “as American as apple pie”

V. Introduction

1. Review with students the discussion norms they have established to ensure that students feel safe and trust that what is shared will be kept strictly confidential. Acknowledge the sensitive nature of the topic.
2. Tell students that in the next activities they will be analyzing an image and a poem to start a conversation about immigration and deportation issues.

Activity 1: Analyzing a Visual Text

I. Input – Part I

1. Tell students that they will study and discuss two types of visual text: digital media (video) and an image of a painting.
2. Show the section of the video “Undocumented Americans” that tells the story of Jong-Min (0-1:52 minutes).
3. Have students write in their Response Journals in response to the following prompt:
 How did Jong-Min’s story make you feel? What did you think about while you were watching his story? What connections did you make?
4. Tell students you will show the clip a second time. Ask them to take notes based on the following questions:
 - a. What feelings and experiences Jong-Min shared?
 - b. What images/photos stood out for you?
5. Display a 4-column table. Label the first column “Video” and tell students you will chart what they capture by listing it on the table. Explain that the blank columns will be used later.
6. Once the “Video” column is completed, label the second column “Us”. Invite students to share their entries from their Response Journals. Chart key feelings/thoughts.

Visual Text Analysis			
Video <i>What is the speaker communicating?</i>	Us <i>How does it make us feel?</i>		

7. Repeat the process with the painting. Display the image of *Undocumented*, a painting by Malaquias Montoya (see PowerPoint).
8. Ask them to write in their Response Journals in response to the prompt:
 How did the painting make you feel? What did you think about while looking at the painting? What connections did you make?

9. Ask students to describe what they see in the painting. Then, ask them what they think the artist was trying to communicate. Chart ideas in the third column of the table. Label "Painting". (See table below in Item 10)
10. Label the fourth column "Us". Invite students to share their entries. Chart key feelings/thoughts.

Visual Text Analysis			
Video	Us	Painting	Us
<i>What is the speaker communicating?</i>	<i>How does it make us feel?</i>	<i>What is the painter communicating?</i>	<i>How does it make us feel?</i>

II. Reflective Discussion

1. In table groups, have students complete a Venn Diagram or Double Bubble Graphic Organizer comparing and contrasting the painting and the video.
2. Have groups display their graphic organizers. Point out commonalities. If no one brings it up, ask: what do you think about the fact that both visual texts employ the image of a fence, one is a link fence; the other is barbed wire. Discuss: What does the fence represent?
3. Tell students they will learn new information about immigration by taking an "Immigration Quiz".

III. Input – Part II

1. Distribute the Immigration Quiz (Lesson 1, Activity 2, Student Handout 1). Ask students to access <http://www.pbs.org/independentlens/blog/immigration-quiz-2/>
2. In pairs, ask students to read and discuss the possible answer to each question. Ask them to circle their answer on the Immigration Quiz (Lesson 1, Activity 2, Student Handout 1). If students are accessing the quiz on their own computers, ask them to mark their answer in the hard copy **before** inputting their response in the computer.
3. Explain that as they take the quiz on the website the program will let them know right away if their answer is correct or not and will provide the right response. Once they know what the correct response is, ask them to put a check mark next to the answer in their Immigration Quiz, if it is different from theirs.
4. Have them stop after responding to 4 of the 9 questions. Ask students to discuss with their partner and write in their Response Journals the correct response that surprised them the most and why.
5. Repeat the process with the rest of the questions (5 out of 9).

IV. Reflective Discussion

1. Debrief with students the responses they found most surprising and why.

2. Ask: Based on what you learned from the quiz, how does this challenge or reinforce the ideas and feelings that we identified from our visual text analysis?

Activity 2: Poetry and the Immigrant Experience

I. Introduction

1. Tell students that they will be reading a poem that talks about apple pies in reference to the idiomatic expression "*As American as apple pie*". [Refer to the Teacher Background for more information.]
2. <Think-Pair-Share>
 - a. In pairs, ask students to discuss what they think the idiom means.
 - b. Create a Graphic Organizer (e.g. Circle Map/Brainstorm Cloud) to record their ideas.
 - c. Share with students the definition: "representing the American way of life, interest or ideas."
 - d. Based on the definition add to the graphic organizer (using a different color pen) what they think American ideas and way of life means (e.g., Bill of Rights, individuality). Cross out ideas that might not reflect the correct definition. Make sure students understand that through the years the apple pie has become a symbol for the U.S.
 - e. Based on the brainstorming, direct students to list in their Reflective Journals the ideas that define American ideals that were not crossed out. This list will be used for later reference.

II. Input

1. Remind students of the painting by Malaquias Montoya they studied in Activity 1 (Power Point Slide 1). Ask: What year do you think the painting was done? Point out that the painting is dated 1981.
2. Explain that the U.S. and Mexico have had a long and complex relationship around immigration which they will now begin to explore.
3. Tell students that to help them understand the current climate around undocumented immigration and to understand the poem they will be reading they will need to have some background knowledge regarding immigration between U.S. and Mexico.
1. Share the Immigration Timeline provided (Lesson 1, Activity 2, Handout 1) or if accessible have students link to the Immigration Timeline at www.pbs.org/frontlineworld/stories/mexico704/history/timeline.html
2. Distribute copies of *Border Towns* by Roberto Duran and ask students to read it silently (Lesson 1, Activity 2 Handout 2).

III. Reflective Discussion

1. <Think-Pair-Share>
Ask students to read the poem aloud and share their thoughts with their partner.
2. Have volunteers share their thoughts/feelings with the class.
3. Ask, How does the poem reflect the information in the timeline? E.g., wetback. Refer back to the timeline.
4. Read the poem aloud slowly. Ask,
 - Now that you have heard the poem a second time, what do you think?
 - Bring to their attention the verses below and have a discussion:
souls are searched at night by silver flashlights
gringos and greasers play cat and mouse
and I still wonder why
do apple pies lie?
5. Response Journal:
What meaning does this poem have for you or others you know? How does this poem make you feel?
6. Students share in small groups or volunteers share with the whole class.

IV. Closure

1. Distribute chart paper and organize students in groups of four.
2. Tell students to think about the three texts they have just studied (video, painting and poem) and do the following
 - Create a poster using a visual(s) to represent all three texts
 - Add words that for you represent/connect all three texts
 - At the bottom or top, write a short reflection: What do all the words mean to you?

V. Follow-up Activities

Grades 9-12: If you choose to discuss only the painting during Activity 1, show the film *Undocumented Americans* (10 minutes) where three undocumented youth share their stories. Discuss the youth's struggles and fears and how they might be similar or different from their own or someone they know.

<http://www.apa.org/topics/immigration/undocumented-video.aspx>

IMMIGRATION QUIZ

<http://www.pbs.org/independentlens/blog/immigration-quiz-2/>

Question #1 True or False. Most immigrants come into the United States illegally.

- ☐ True
- ☐ False

Question #2 What two countries had the highest net migration* rate in 2012? [* The number of people coming into a country, less the number of people who leave, and dividing by 1,000]

- ☐ Italy & Switzerland
- ☐ Libya & Qatar
- ☐ Hong Kong & Macau
- ☐ Slovenia & Slovakia
- ☐ United States & Canada

Question #3 Which one of these famous personalities was born in the United States?



- ☐ Mila Kunis
- ☐ Dave Matthews
- ☐ Selena Gomez
- ☐ Jim Carrey

Question #4: California's Foreign- Born Population: The top three countries of birth are Mexico first, and then which two countries?

- ☐ Columbia and Panama
- ☐ Philippines and China
- ☐ Canada and Guatemala
- ☐ El Salvador and Ecuador

SUPPORT FOR IMMIGRANT AND REFUGEE STUDENTS PROJECT

Classroom Lesson Modules for Grades 6-12, Lesson 1

Student Handout- Activity 1

Question #5: What percentage of undocumented immigrants cross the *southern* border of the U.S., vs. coming through other places?

- ☐ 12%
- ☐ 28%
- ☐ 40%
- ☐ 60%

Question #6: Foreign-born by State: As of 2010, the 5 states with the most foreign-born residents are California, New York, Texas, Florida, and _____?

- ☐ Washington
- ☐ New Jersey
- ☐ Maryland
- ☐ Arizona

Question #7: What percentage of the world's immigrants come to the United States?

- ☐ More than 35%
- ☐ 22%
- ☐ 15%
- ☐ Less than one %

Question #8: True or False: In the U.S., the percentage of immigrants and native-born adults who hold a college degree is roughly the same.

- ☐ True
- ☐ False

Question #9: How many different languages are estimated spoken in the United States?

- ☐ 230
- ☐ 110
- ☐ 460
- ☐ 57

IMMIGRATION QUIZ

<http://www.pbs.org/independentlens/blog/immigration-quiz-2/>

Question #1 True or False. Most immigrants come into the United States illegally.

- ☐ True
- ☐ False

Answer – False. According to the 2011 data from PEW Research, 11.1 million of a total 40.4 million immigrants were unauthorized in the United States.

Question #2 What two countries had the highest net migration* rate in 2012? [* The number of people coming into a country, less the number of people who leave, and dividing by 1,000]

- ☐ Italy & Switzerland
- ☐ Libya & Qatar
- ☐ Hong Kong & Macau
- ☐ Slovenia & Slovakia
- ☐ United States & Canada

Answer- Libya & Qatar. The USA ranked 29th, with a net migration rank of 3.64. by comparison, Libya and Qatar were 1st and 2nd with 33.32 and 33.21 positive net migration, respectively. [source: CIA.gov]

Question #3 Which one of these famous personalities was born in the United States?



- ☐ Mila Kunis
- ☐ Dave Matthews
- ☐ Selena Gomez
- ☐ Jim Carrey

Answer- Selena Gomez. Selena was born in Grand Prairie, Texas. Mila Kunis was born in Ukraine, and family moved to America (Los Angeles) when she was 7. Jim Carrey: the rubber-faced-and-bodied comic actor was born in Ontario, Canada and didn't become a US citizen until 2004. Dave Matthews: Born in South Africa.

SUPPORT FOR IMMIGRANT AND REFUGEE STUDENTS PROJECT

Classroom Lesson Modules for Grades 6-12, Lesson 1

Teacher Resource- Activity 1

Question #4: California's Foreign- Born Population: The top three countries of birth are Mexico first, and then which two countries?*

- Columbia and Panama
- Philippines and China
- Canada and Guatemala
- El Salvador and Ecuador

Answer- Philippines and China [*Adapted from original question to reflect the California context. Source: American Immigration Council-US Census]

Question #5: What percentage of undocumented immigrants cross the *southern* border of the U.S., vs. coming through other places?

- 12%
- 28%
- 40%
- 60%

Answer- 40%. About four out of ten undocumented immigrants cross at the U.S.- Mexico border, but 85 percent of border enforcement is concentrated there. Most Mexican nationals in the United States are migrants who take seasonal jobs and then return to their families in Mexico.

Approximately 40% of all undocumented immigrants enter the country legally as students, tourists, on business, or on some other temporary visa and then overstay their visas. Most arrive on commercial carriers or come across the Canadian border.

Question #6: Foreign-born by State: As of 2010, the 5 states with the most foreign-born residents are California, New York, Texas, Florida, and _____?

- Washington
- New Jersey
- Maryland
- Arizona

Answer- New Jersey. The Garden State ranked fifth with 4.6 percent of its population foreign-born.

Question #7: What percentage of the world's immigrants come to the United States?

- More than 35%
- 22%
- 15%

SUPPORT FOR IMMIGRANT AND REFUGEE STUDENTS PROJECT

Classroom Lesson Modules for Grades 6-12, Lesson 1

Teacher Resource- Activity 1

- Less than one %

Answer- Less than one %. Of the 175 million migrants in the world, the U.S. admitted 1,063,732 documented immigrants in 2002. Undocumented immigration adds approximately 350,000 people per year by INS estimates.

Question #8: True or False: In the U.S., the percentage of immigrants and native-born adults who hold a college degree is roughly the same.

- True
- False

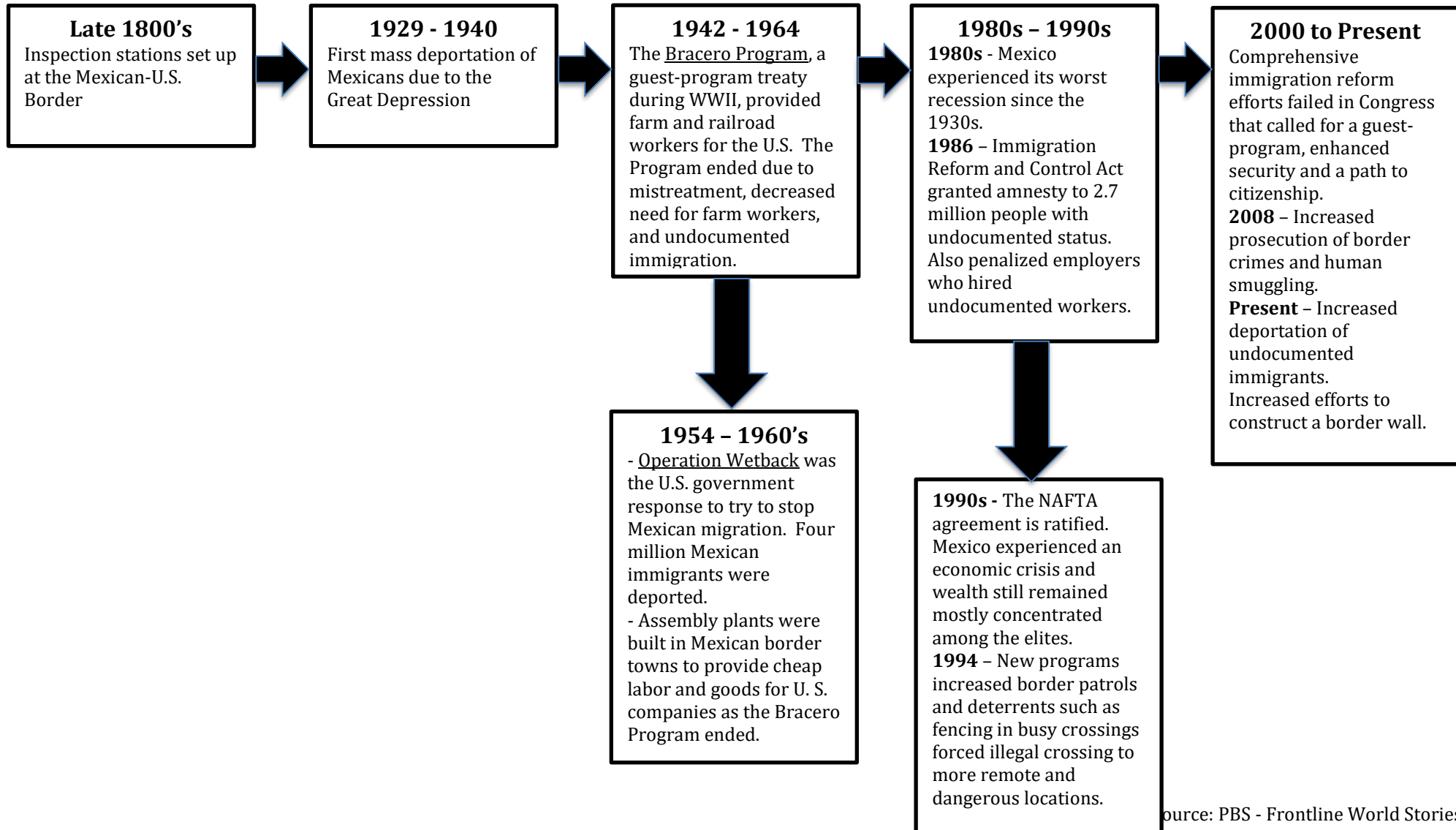
Answer- True. In 2010, there were 33.6 million immigrants ages 25 and older. Of those, 27% had a bachelor's degree or higher. Among the 170.7 million native-born adults ages 25 and older, more than 28% had a bachelor's degree or higher.

Question #9: How many different languages are estimated spoken in the United States?

- 230
- 110
- 460
- 57

Answer- 460 languages are spoken in the United States. Children attending New York City public schools alone speak a total of 150 languages. (Via APA Presidential Task Force on Immigration).

Undocumented Mexican Immigration Timeline



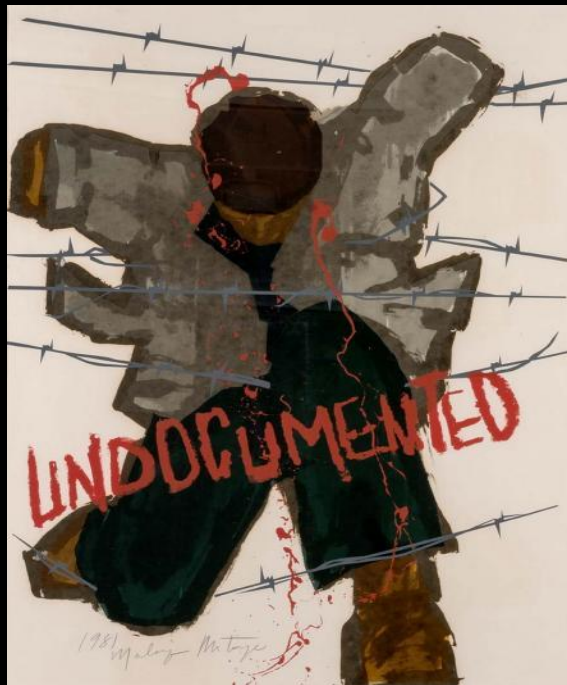
Border Towns
by Roberto Durán

Border towns and brown frowns
and the signs say
get back wet back
souls are searched at night by silver flashlights
gringos and greasers play cat and mouse
and I still wonder why
do apple pies lie?
The signs say live the american way
visit but don't stay
be a friendly neighbor hire good cheap labor
as rows and rows of illegal star war aliens
are aligned and maligned
as the morning shouts fill the morning chill
and still
they will not
no way Jose go away.

Undocumented

by Malaquias Montoya

Painting in acrylics



Border Towns

by Roberto Duran

Border towns and brown frowns
and the signs say
get back wet back
souls are searched at night by silver flashlights
gringos and greasers play cat and mouse
and I still wonder why
do apple pies lie?
The signs say live the american way
visit but don't stay
be a friendly neighbor hire good cheap labor
as rows and rows of illegal star war aliens
are aligned and maligned
as the morning shouts fill the morning chill
and still
they will not
no way Jose go away.