

# **Classroom Lesson Modules**

# **Trainer of Trainers Manual**

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## PART I. INTRODUCTION TO THE TRAINER OF TRAINERS MANUAL

The ***Support for Immigrant and Refugee Students Project*** addresses the social emotional and educational needs of students suffering from stress and worry due to family immigration status or experiences as refugees through the development of an educator toolkit that includes:

- Classroom lessons
- Information for parents and older students on “knowing your rights”
- Compilation of legal and educational resources and services
- Bullying and prevention resources
- Links to resources and tools available on other sites

The project is administered by Californians Together and funded by The California Endowment, Grantmakers Concerned with Immigrant and Refugees, and the Silicon Valley Community Foundation.

As part of the toolkit, The Center for Equity for English Learners at Loyola Marymount University, in collaboration with Californians Together developed the classroom lessons organized in three modules by grade span – Grades K-2, Grades 3-5 and Grades 6-12. This Trainer of Trainers Manual provides the user with:

- Background Information on Immigrant and Refugee Students
- Introduction to the Classroom Lesson Modules
- Objectives for Training Sessions
- Sample Training Session Agendas
- Sample Training Session Power Points
- Handouts
- Ideas for Customizing the Presentation
- Resources to support the teaching of these units

## IMMIGRANT AND REFUGEE STUDENTS – BACKGROUND INFORMATION

According to Amnesty International<sup>1</sup>, the experiences of immigrants and refugees share commonalities, but can also be distinctly different. While immigrants in general are defined as peoples who voluntarily or forcibly move from one country to live in another, refugees do so to escape dangerous circumstances, e.g. war, natural disasters, political persecution. For this reason, refugees might not be able or want to go back their country of origin for fear of persecution.

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<sup>1</sup> Amnesty International, <http://www.refugeecouncil.org.uk/glossary>

Different from refugees, migrants could be a person that moves around within their own country, or from one country to another. Some move voluntarily, while others are forced to leave because of economic hardship or other problems. People can migrate 'regularly', with legal permission to work and live in a country, or 'irregularly', without permission from the country they wish to live and work in.

The Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), sections 3201(1) and (5) defines immigrant children and youth as individuals who

- are aged 3 through 21,
- were not born in any state in the US, and
- have not been attending one or more schools in any one or more states for more than three full (cumulative) academic years. Section 3201(13) of the ESSA defines State as each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico<sup>2</sup>.

The California Department of Education collects annual data for immigrant students enrolled in California's public and private schools. Over the last five years the reported population of immigrant students in California has more than doubled from **48,857 (2012-13) to 117,386 (2016-17)**, representing a 140% increase.

## Part II. CLASSROOM LESSON MODULES

### CLASSROOM LESSON MODULES OVERVIEW

The ***Support for Immigrant and Refugee Students Project Classroom Lesson Modules*** are designed to address the needs of Immigrant and Refugee students. There are a total of three modules developed for the following grade-level spans: Kindergarten – 2<sup>nd</sup> grade; 3<sup>rd</sup> – 5<sup>th</sup> grade; and 6<sup>th</sup>- 12<sup>th</sup> grade. Language and literacy activities are embedded throughout the modules and are aligned to the Common Core English Language Arts Standards (2010) and the California English Language Development Standards (2012). In addition, the activities are in alignment with the California History Social Science Framework (2016)<sup>3</sup> and can support the teaching of the History and Social Science Standards (2000)<sup>4</sup> in an integrated curriculum. See Standards Alignment document: *Project for Immigrant and Refugee Students – Classroom Lesson Modules Workshop, Participant Handout #3 Standards Alignment*.

Each Classroom Lesson Module includes two lessons designed to engage students in (1) establishing and participating in community meetings, and (2) participating in literature-based

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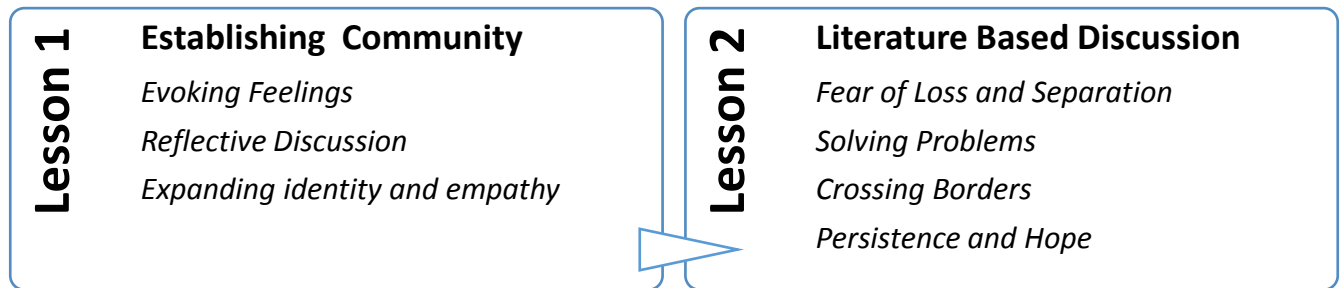
<sup>2</sup> California Department of Education (2017). Retrieved from <https://www.cde.ca.gov/sp/el/t3/imdemographics.asp>

<sup>3</sup> California Department of Education. 2016. *History–Social Science Framework for California Public Schools, Kindergarten through Grade Twelve*. Sacramento: Author.

<sup>4</sup> California Department of Education. 2000. *History–Social Science Content Standards for California Public Schools, Kindergarten through Grade Twelve*. Sacramento: Author.

discussions centered on key socio-emotional themes commonly experienced by this group of students. See Figure 1.

*Figure 1. Key elements featured in the Support for Immigrant and Refugee Students Project Classroom Lesson Modules*



## LESSON OBJECTIVES

Lesson Objectives for each Classroom Lesson Module were designed to address immigrant and refugee students' socio-emotional needs while simultaneously expanding and enriching language and literacy development. There is an intentional articulation of objectives across grade level spans. See Table 1.

*Table 1. Lesson Objectives by Grade Span*

	Module K-2	Module 3-5	Module 6-12
LESSON 1 Establishing Community	<ol style="list-style-type: none"> <li>To encourage students to talk about their feelings and build trust among the class community.</li> <li>Expand students' vocabulary to express their feelings.</li> </ol>	<ol style="list-style-type: none"> <li>To encourage students to talk about their feelings and build trust among the class community.</li> <li>Expand students' vocabulary of descriptive words,</li> </ol>	<ol style="list-style-type: none"> <li>Use visual and written texts as a springboard for students to share their thoughts, feelings, and understanding about immigration and deportation issues.</li> </ol>
LESSON 2 Literature-Based Discussion	<ol style="list-style-type: none"> <li>Use the story as a springboard for students to share their fears and thoughts about deportation and separation.</li> <li>Learn that there are people who help immigrants to be able to stay or return to the U.S. and places where immigrants can be safe while they wait to return home.</li> <li>Understand the concept of borders, how they separate countries, and the human hardships they produce.</li> </ol>	<ol style="list-style-type: none"> <li>Use the story as a springboard for students to share their fears and thoughts about detention, deportation and separation.</li> <li>Learn that words have power and that there are ways to fight for the rights of the undocumented.</li> </ol>	<ol style="list-style-type: none"> <li>Use the story as a springboard for students to share their thoughts and feelings about immigration, detention and deportation.</li> </ol>

## LESSON DESCRIPTION

Each classroom lesson module is comprised of two lessons. This section describes each lesson's purpose and provides important considerations for the reader in preparing to deliver the lessons. The literature/text selections and activities for each lesson have been carefully chosen to meet the objectives and purpose of the modules.

### *Lesson 1 – Establishing Community*

Across all three modules, Lesson 1 is comprised of two to three activities designed to develop/strengthen community and establish community building and communication skills. Most teachers develop a system for establishing a positive classroom climate in order to get students to feel comfortable sharing and expressing their ideas and feelings with their peers<sup>5</sup>. There are several important steps involved in preparing to deliver this lesson:

- 1) Establish norms and behaviors conducive to a positive school/classroom climate.
- 2) Create a routine for true and authentic teacher/staff modeling of community-building behaviors.
- 3) Identify and create safe settings and “spaces” to conduct community meetings and discussions.

These steps will ensure success and maximum participation in the community meetings. In addition, the activities are designed to prepare students for the reflective discussions they will be participating in during Lesson 2.

*Note: Due to the sensitive nature and topic of this Module, it is strongly suggested that teachers communicate with parents the reason for making this a part of the curriculum before starting the lessons in the Module and make clear that schools are safe zones and all classroom discussions and information are strictly confidential and protected.*

### *Lesson 2 – Literature-based Discussions*

Similar to Lesson 1 and for all three grade spans, literature is the primary medium chosen to delve deeper into the thoughts and fears of the students as well as to build their understanding of the immigrant experience. The use of literature to discuss and understand the human experience is a demonstrable vehicle to share opinions, feelings and emotions through the characters' experiences and story events<sup>6</sup>. As students study a particular text to arrive at the understanding of the author's message and make connections between the characters and

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<sup>5</sup> Birman, D., Weinstein, T., Chan, W.Y., Beehler, S. (2007). Immigrant Youth in U.S. Schools: Opportunities for Prevention. *The Prevention Researcher*, 14, 14-17.

Rousseau, C., Drapeau, A., Lacroix, L., Bagilishya, D., Heusch, N. (2005). Evaluation of a classroom program of creative expression workshops for refugee and immigrant children. *Journal of Child Psychology and Psychiatry*, 46, 180–185.

<sup>6</sup> Ghosn, I. (2002). Four Good Reasons to use literature in primary school ELT. *ELT Journal*, 56, 172-179.

their own lives, not only can a safe place to share thoughts and feelings be created but students can arrive at a better understanding of themselves and others. To that end, the literature texts have been carefully chunked into sections to maximize students' comprehension. Criteria for text selections for each of the grade spans included consideration for:

- 1) Strong connection to realities students might be experiencing, or may have seen others experience because of the stress or fear of family/friends migratory status.
- 2) Developmental levels and grade span topics/themes
- 3) Impact of the text to allow for multiple opportunities to elicit and discuss feelings and emotions to address and support socio-emotional needs and learning.

## SCAFFOLDS FOR LEARNING

Depending on age, length of time in the U.S., and prior instruction in English before arriving, immigrants and refugees students come to U.S. at various degrees of proficiency in English. Therefore, scaffolds and sheltering strategies are necessary to provide students full access to the materials and enhanced comprehension and language acquisition. Several language learning routines are embedded throughout the lessons. The following describes each of the routines.

### Graphic Organizers

Graphic organizers are charts, graphs, or diagrams, which support students to see information as a component of systems rather than isolated facts<sup>7</sup>. Students may complete these as they read or view a presentation. There are a variety of ways to use graphic organizers, including the following: semantic word map, story chart, Venn diagram, T-chart, spider map, network tree, word map, "brace maps" and KWL chart. Other examples of graphic organizers are listed below.

- Comparison - Contrast Matrix - Students determine similarities and differences between two people, things, solutions, organisms, stories, ideas, or cultures.
- Branching Diagrams - Organization charts, hierarchical relationships systems, family trees.
- Interval Graphs - Chronological order, bar graphs, parallel events, number value.
- Flowcharts - Sequential events, directions, decision making, writing reports, study skills.
- Matrix Diagram - Schedules, statistics, problem solving, comparisons with multiple criteria.
- Fishbone Diagram - Cause and effect, timeline.

Graphic organizers provide a way to record thoughts, ideas, and experiences and allow students to make connections in their learning. They also help scaffold oral language and written tasks.

### Written Response

A written response to literature provides a structured opportunity to utilize writing as a tool to make sense of the text and/or to examine their personal response or reaction to a story, event

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<sup>7</sup> Griffin, C. C., Malone, L. D., & Kameenui, E. J. (1995). Effects of graphic organizer instruction on fifth-grade students. *Journal of Educational Research*, 89, 98-107.

or character. Response journals or literature logs can become a repository of ideas that support the gradual building of understanding to help students arrive at the theme or author's message<sup>8</sup>.

Written responses are an effective way to prepare students for discussions of text as they can serve as a rehearsal for the language needed to actively participate in a literary conversation and to organize and clarify students' thoughts and ideas about a topic.

### Chunking Text

Chunking Text is a practice that breaks down difficult passages into more comprehensible pieces or smaller parts<sup>9</sup>. By doing this, students are able to identify key ideas and words, increase their ability to paraphrase, organize their thinking, and synthesize information.

When chunking text, it is important to consider the reading level of the students and determine the appropriate length of chunked text to use with each student. Depending on students' reading level, the lengths of chunks can vary.

### Reflective Discussion

Reflective discussion employs thoughtful guiding questioning to frame the conversation during collaborative and whole group structures in order to make meaning of literary text<sup>10</sup>. The purpose is to expand and enrich the meaning that is created through individual reading experiences by sharing it with others in the group because of the individual background, experiences, culture, and knowledge students bring to a text. In this manner, they collaboratively create more meaning during literature discussion because of the contribution of the shared knowledge and shared experiences of the group. This collaboration is especially valuable to struggling readers because they have the opportunity to share their thoughts and opinions on a text and be heard by others.

In addition, reflective discussions seek to promote community in our diverse classrooms by establishing a culture of cooperation and collaboration and building an atmosphere of trust, an important factor in the sharing of thoughts, ideas, and feelings during discussion. Furthermore,

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<sup>8</sup> Saunders, W. & Goldenberg, C. (1999). Effects of Instructional Conversations and Literature Logs on Limited and Fluent English Proficient Students' Story Comprehension and Thematic Understanding. *Elementary School Journal*, 99 (4), 277 – 301.

McGee, L.M. (1996). Response-centered talk: Windows on children's thinking. In L.B. Gambrell & J.F. Almasi (Eds.) *lively discussions! Fostering engaged reading*. Newark, DE: International Reading Association.

<sup>9</sup> Casteel, Clifton A. Effects of Chunked Text-Material on Reading Comprehension of High and Low Ability Readers. *Reading Improvement*, 27, 269-275.

<sup>10</sup> Murphy, P.K., Wilkinson, I.A.G., Soter, A.O., Hennessey, M.N., & Alexander, J.F. (2009). Examining the effects of classroom discussion on students' comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101, 740-764.

Saunders, W., O'Brien, G., & Lennon, D. (1998). Making the Transition to English Literacy Successful: Effective Strategies for Studying Literature with English Learners. In R. Gersten & R. Jimenez (Eds.) *Promoting Learning for Culturally and Linguistically Diverse Students: Classroom Application from Contemporary Research*. Belmont, CA: Wedsworth.



there is evidence that providing structured opportunities for students to express themselves orally may result in gains in language development and academic vocabulary, especially when accompanied by a written response such as in a Literature Log or Response Journal.<sup>11</sup>

## READING COMPREHENSION STRATEGIES

In addition to scaffolds for student learning, several research-based reading strategies are used consistently throughout all three modules. These are delineated in the California English Language Arts/English Language Development Framework (2014)<sup>12</sup> and are familiar to educators and students. They include the following:

- Activating Prior Knowledge
- Making Predictions
- Using Context Clues
- Inferring
- Rereading
- Using Graphic Organizers
- Making Text Connections: Examining personal responses, other texts

## COLLABORATIVE STRATEGIES

Collaborative strategies facilitate interaction with peers to share knowledge, perspectives and ideas with one another. Meaningful interactions through collaborative tasks promote second language development when well planned with consideration to the students' proficiency levels. Several collaborative strategies found throughout the Classroom Lesson Modules are described below.

### A/B Partner Talk

Purpose: Promotes equitable partner talk and explicit talk norms.

Procedure:

1. A question or topic is posed by the teacher.
2. Partner A shares ideas while Partner B listens to interpret information. Partner B may ask clarifying questions.
3. Partners switch roles and repeat steps.

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<sup>11</sup> Chaney, Ann L., Burk, Tamara L. (1998). *Teaching Oral Communication in Grades K-8*. Des Moines, IA: Allyn and Bacon

<sup>12</sup> California Department of Education (2014). Essential Considerations in ELA/Literacy and ELD Curriculum, Instruction, and Assessment. In English Language Arts/English Language Development Framework for California Public Schools, Kindergarten Through Grade Twelve. Sacramento: Author, page 75.

### Inside - Outside Circle

Purpose: Provides opportunity to express ideas, selecting and applying varied and precise vocabulary to effectively convey ideas. It allows for practice of both active speaking and listening.

Procedure:

1. Students stand in two circles, facing each other.
2. With their partner across from them, the students discuss a question posed by the teacher.
3. The teacher moves the outside circle by having 2-3 students shift clockwise to a new partner. The teacher can move the line numerous times, each time posing a new question.

### Jigsaw

Purpose: Facilitates understanding of content by reducing the amount of material the student need to process, and thus, reducing the cognitive load and affective filter.

Procedure:

1. Assignment or topic is divided into parts with all students from each collaborative group becoming experts on one of the parts.
2. Expert teams work together to learn their assigned part.
3. At the teacher's signal, all experts return to their home collaborative groups and teach the other group member.

### Numbered Heads Together

Purpose: Promotes discussion and individual and group accountability. It affords opportunities for practice, rehearsal, and discussion of content material.

Procedure:

1. Put students in groups and assign a number from 1-4.
2. Groups are asked to discuss a topic, question or problem.
3. Teacher calls out a number.
4. For each group, all students with the given number stand up and share their group's ideas or answer.

### Table Talk/Small Group Discussion

Purpose: Provides opportunity to express ideas, selecting and applying varied and precise vocabulary to effectively convey ideas. It allows for practice of both active speaking and listening.

Procedure:

1. Teacher poses a question or topic and students discuss at their table or small group.
2. If students need a more structured approach to provide equal opportunity to share, each student is provided with a "Talking Chip" that when put on the table gives that student the opportunity to talk.

### Tea Party

Purpose: Provides opportunity to express ideas, selecting and applying varied and precise vocabulary to effectively convey ideas. It allows for practice of both active speaking and listening.

Procedure:

1. Students individually prepare a response, i.e., create a vocabulary study card on an index card.
2. Students stand and mingle in order to find another student with whom to share.
3. Students mingle again to find another student to repeat the process. This can repeat 3-5 times.

### Think-Pair-Share

Purpose: Provides opportunity to express ideas, selecting and applying varied and precise vocabulary to effectively convey ideas. It allows for practice of both active speaking and listening.

Procedure:

1. Students think about a topic or question posed by the teacher.
2. Pairs discuss the topic or question.
3. Students can share out their own ideas, or share (re-tell) their partner's ideas.

A variation of this is [Think-Write-Pair-Share](#), where students write their thoughts down after a brief "think" time and prior to sharing.

### Whip – around

Purpose: Provides opportunity for student contribution in order to express ideas, selecting and applying varied and precise vocabulary. Process may also serve as a check for comprehension.

Procedure:

1. Teacher whips quickly around the room asking all students to give their opinion/input on a topic/issue, or answer a question.
2. Students are allowed to pass if they are not ready or are unsure of their answer.

## Part III. CLASSROOM MODULE TRAINING SUPPORT

### TRAINING OBJECTIVES

- Become familiar with the **Support for Immigrant and Refugee Students Project: Classroom Lesson Modules**
  - Understand the objectives and sequence of each lesson across all modules
  - Identify interdisciplinary connections and context-specific considerations for the use of the modules
  - Identify ways to promote the implementation of the modules and adapt them to a particular context
- Gain **knowledge of considerations, supports, and resources for Immigrant and Refugee students in order to provide professional development** and guide educators at your site

## SAMPLE TRAINING SESSION AGENDAS

The *Support for Immigrant and Refugee Students Project: Classroom Lesson Modules* are intended for use by educators, counselors, and others who work directly to support this group of students. An orientation workshop or professional development series is recommended prior to the applied use of the materials. Three sample 4-hour session agendas are provided below.

### Presenter's Agenda Trainer of Trainers Workshop All Modules, Grades K-12

**Loyola Marymount University – Center for Equity for English Learners  
Californians Together**

***Support for Immigrant and Refugee Students - Classroom Lesson Modules Workshop***  
**TOT Presenter's Agenda – All Modules, Grades K-12**  
**4 hour session**

Time	Topic	Presenter	Materials/ Handouts
5 min. 8:30 – 8:35	<b>I. Welcome/Introductions (5 min.)</b>		
25 min. 8:35 – 9:00	<b>II. Session Objectives (2 min.)</b> <b>Highlight Session Content (2 min.)</b>  <b>III. Who is the immigrant and refugee student?</b> A. Optional, if time allows: Open Mind Who are immigrant students? (6 min.)  B. Setting the Focus: Immigration Quiz & Discussion (13 min) <ul style="list-style-type: none"> <li>Take the PBS Immigration Quiz  <a href="http://www.pbs.org/independentlens/blog/immigration-quiz-2/">http://www.pbs.org/independentlens/blog/immigration-quiz-2/</a></li> <li>Partner Discussion: Which answer surprised you the most? Why?</li> </ul> C. CA Definition of Immigrant Children & Youth (2 min.)		Handout #1 – Participant Agenda  Optional: ½ sheet blank paper for open mind  Handouts #2a, 2b – 2a – <i>PBS Immigration Quiz</i> 2b – <i>PBS Immigration Quiz with answers</i>
80 min. 9:00 – 10:20	<b>IV. Overview of Classroom Lesson Modules</b> A. Purpose, Key Elements, Overview, Lesson Sequence (10 min.) B. Standards Connection (10 min.)		

**Support for Immigrant and Refugee Students - Classroom Lesson Modules Workshop**  
**TOT Presenter's Agenda – All Modules, Grades K-12**  
**4 hour session**

Time	Topic	Presenter	Materials/ Handouts
	<p>Action: Make the case for convincing colleagues to integrate these modules as part of their content area curriculum!</p> <p><b>V. Key Elements of Establishing Community - Classroom Lesson Modules, Lesson 1</b></p> <p>A. Overview of 6-12 Classroom Lesson Module, Lesson 1 - Establishing Community (5 min.)</p> <p>B. 6-12 Classroom Lesson Module, Lesson 1: Evoking feelings – Experiential Activity (30 min.)</p> <ul style="list-style-type: none"> <li>Visual Text Analysis (VIDEO): <i>The story of Jong-Min</i></li> <li>Visual Text Analysis (PAINTING): <i>Undocumented</i></li> </ul> <p>C. 6-12 Classroom Lesson Module, Lesson 1: Reflective Discussion, Activity 2 flow chart and discussion (5 min.)</p> <p><b>VI. K-2 and 3-5 Classroom Lesson Modules, Lesson 1 – Independent Exploration with Partner</b></p> <p>A. Exploration - Partner A: K-2 Focus, Partner B: 3-5 Focus (15 min.)</p> <p>B. Debrief Question: What commonalities did you find across Lesson 1 in the K-2 and 3-5 Modules? (5 min)</p>		<p>Handout #3 – Standards Connection</p> <p>Materials: Chart paper for groups to complete the T-Chart</p> <p>Handout #4 – Media Visual Analysis - Evoking Feelings and Reflective Discussion</p> <p>Handout #5 – Lesson 1 Exploration Graphic Organizer</p>
10:20 – 10:30	Break		
30 min. 10:30 – 11:00	<p><b>VII. Classroom Lesson Modules, Lesson 1 - Application to My Context (10 min.)</b></p> <p>A. For each of the grade level spans what activities do you think will be most important for your teachers to experience?</p> <p>B. What challenges do you think your teachers might experience?</p>		Handout #6 – Application to My Context – Lesson 1

**Support for Immigrant and Refugee Students - Classroom Lesson Modules Workshop**  
**TOT Presenter's Agenda – All Modules, Grades K-12**  
**4 hour session**

Time	Topic	Presenter	Materials/ Handouts
	<b>VIII. Guide to Support Immigrant and Refugee Students' Socio-Emotional Experiences (20 min.)</b> <b>Discussion Question:</b> What other possible resources in your context can be available to support immigrant and refugee students?		
60 min. 11:00 – 12:00	<b>IX. Key Elements of Literature-Based Discussions about the Immigrant Experience - Classroom Lesson Modules, Lesson 2</b> A. Literature across grade spans (5 min.) B. Prior to Reading – highlight activities (5min.) C. Literature Exploration Gr. 3-5 – Mama's Nightingale (20 min.) <ol style="list-style-type: none"> <li>Section 1 (pages 4-7)</li> <li>Section 2 (pages 8-11)</li> <li>Section 3 (pages 12-16)</li> <li>Section 4 (pages 18-25)</li> <li>Section 5 (pages 26-28)</li> </ol> Break up into groups, each group member reads sections of a story.... Identify guiding questions for the section of the story that elucidate conversation about the common themes. <ul style="list-style-type: none"> <li>Fear of Loss and Separation</li> <li>Solving Problems</li> <li>Persistence and Hope</li> </ul> D. Group Discussion (25 min.) – Each group member synthesizes the activities and type of literature-based discussions/extensions that can occur. Begin with Section #1 and continue in sequential order.		Handout #7 – Literature Based Discussion about the Immigrant Experience
	<b>X. Classroom Lesson Modules, Lesson 2 Scaffolds (5 min.)</b>		
12:00 – 12:45	<b>Lunch</b>		

[illegible]

## Presenter's Agenda Grades K-5 Workshop

### Loyola Marymount University – Center for Equity for English Learners Californians Together

#### **Support for Immigrant and Refugee Students - Classroom Lesson Modules Workshop** **Sample Presenter's Agenda – Grades K-5** **4 hour session**

Time	Topic	Presenter	Materials/ Handouts
5 min.  8:30 – 8:35	<b>I. Welcome/Introductions (5 min.)</b>		
25 min.  8:35 – 9:00	<b>II. Session Objectives (2 min.)</b> <b>Highlight Session Content (2 min.)</b>  <b>III. Who is the immigrant and refugee student?</b> A. Optional, if time allows: Open Mind Who are immigrant students? (6 min.) B. Setting the Focus: Immigration Quiz & Discussion (13 min) <ul style="list-style-type: none"> <li>Take the PBS Immigration Quiz  <a href="http://www.pbs.org/independentlens/blog/immigration-quiz-2/">http://www.pbs.org/independentlens/blog/immigration-quiz-2/</a> </li> <li>Partner Discussion: Which answer surprised you the most? Why?</li> </ul> C. CA Definition of Immigrant Children & Youth (2 min.)		Handout #1 – Participant Agenda  Optional: ½ sheet blank paper for open mind  Handouts #2a, 2b – 2a – <i>PBS Immigration Quiz</i> 2b – <i>PBS Immigration Quiz with answers</i>
80 min. 9:00 – 10:20	<b>IV. Overview of Classroom Lesson Module</b> A. Purpose, Key Elements, Overview, Lesson Sequence (10 min.) B. Standards Connection (10 min.)  <b>V. Key Elements of Establishing Community - Classroom Lesson Modules, Lesson 1</b>		Handout #3 – Standards Connection  Materials & Resources:



**Support for Immigrant and Refugee Students - Classroom Lesson Modules Workshop**  
**Sample Presenter's Agenda – Grades K-5**  
**4 hour session**

Time	Topic	Presenter	Materials/ Handouts
	<p>A. Overview of K-2 Classroom Lesson Module, Lesson 1 - Establishing Community (3 min.)</p> <p>B. K-2 Classroom Lesson Module, Lesson 1: Expressing Feelings – Experiential Activity (30 min.)</p> <ul style="list-style-type: none"> <li>• Color My Feelings</li> </ul> <p>C. Overview of 3-5 Classroom Lesson Module, Lesson 1 - Establishing Community (2 min.)</p> <p>D. 3-5 Classroom Lesson Module, Lesson 1: Exploring Identity – Experiential Activity (30 min.)</p> <ul style="list-style-type: none"> <li>• Symbols for Me <i>(if time allows)</i></li> </ul> <p><b>VI. Classroom Lesson Module, Lesson 1 – Independent Exploration with Partner</b></p> <p>A. Exploration - Partner A: Lesson 1, Module K-2, Partner B: Lesson 1, Module 3-5 (15 min.)</p> <p>B. Debrief Question: What commonalities did you find across Lesson 1 in the K-2 and 3-5 Modules? (5 min)</p>		<p>Chart paper for groups to complete the T-Chart</p> <p>Feeling Words</p> <p>Picture Cards</p> <p>Handout #4b -c</p> <p>Experiential Activity: Design your Coat of Arms</p> <p>Instructions &amp; Template</p> <p>Handout #5 – Lesson 1 Exploration Graphic Organizer</p>
10:20 – 10:30	Break		
30 min. 10:30 – 11:00	<p><b>VII. Classroom Lesson Module, Lesson 1 - Application to My Context (10 min.)</b></p> <p>A. For each of the grade level spans what activity do you think will be most important for your students to experience?</p> <p>B. What challenges do you think you might need to anticipate?</p> <p><b>VIII. Guide to Support Immigrant and Refugee Students' Socio-Emotional Experiences (20 min.)</b></p> <p><b>Discussion Question:</b> What other possible resources in your context can be available to support immigrant and refugee students?</p>		<p>Handout #6 – Application to My Context – Lesson 1</p>

**Support for Immigrant and Refugee Students - Classroom Lesson Modules Workshop**  
**Sample Presenter's Agenda – Grades K-5**  
**4 hour session**

Time	Topic	Presenter	Materials/ Handouts
60 min. 11:00 – 12:15	<b>IX. Key Elements of Literature-Based Discussions about the Immigrant Experience - Classroom Lesson Module, Lesson 2</b> A. Literature across grade spans (5 min) B. Prior to Reading – highlight activities (5min.) – Mama’s Nightingale Independent Exploration Table Groups (30 min.) A. Participants join a table with grade level focus (K-2 or 3-5) B. In groups: a. Read the literature selection. b. Refer to Lesson Plan to assign a section to each group member. c. Each group member identifies the guiding questions for their section of the story that elucidate conversation about the common themes. i. Fear of Loss and Separation ii. Solving Problems iii. Persistence and Hope C. Group Discussion (25 min.) – Each group member synthesizes the activities and type of literature-based discussions that can occur. Begin with Section #1 and continue in sequential order.		Handout #7 – Literature Based Discussion about the Immigrant Experience
12:15 – 1:15	<b>Lunch</b>		
45 min 1:15– 2:00	<b>X. Classroom Lesson Modules, Lesson 2 – Follow-up Extension Activities (optional)</b> <b>XII. Classroom Lesson Modules, Lesson 2 Scaffolds (10 min.)</b> <b>XIII. Classroom Lesson Modules, Lesson 2 Application to My Context (20 min.)</b> A. For each grade span, what are possible ways to include the module/ Lesson 2 in the curriculum? B. What challenges might you need to address/consider? <b>XIII. Closure – Return to Mind Map, Add Information – Tea Party Debrief (10 min.)</b>		Handout #8 – Application to My Context – Lesson 2

Presenter's Agenda Grades 6-12 Workshop

Loyola Marymount University – Center for Equity for English Learners  
Californians Together

**Support for Immigrant and Refugee Students - Classroom Lesson Module Workshop**

**Sample Presenter's Agenda – Grades 6-12**

**4 hour session**

Time	Topic	Presenter	Materials/ Handouts
5 min.  8:30 – 8:35	<b>I. Welcome/Introductions (5 min.)</b>		
25 min.  8:35 – 9:00	<b>II. Session Objectives (2 min.)</b> <b>Highlight Session Content (2 min.)</b>  <b>III. Who is the immigrant and refugee student?</b> A. Optional, if time allows: Open Mind Who are immigrant students? (6 min.)  B. Setting the Focus: Immigration Quiz & Discussion (13 min) <ul style="list-style-type: none"> <li>Take the PBS Immigration Quiz <a href="http://www.pbs.org/independentlens/blog/immigration-quiz-2/">http://www.pbs.org/independentlens/blog/immigration-quiz-2/</a></li> <li>Partner Discussion: Which answer surprised you the most? Why?</li> </ul> C. CA Definition of Immigrant Children & Youth (2 min.)		Handout #1 – Participant Agenda  Optional: ½ sheet blank paper for open mind  Handouts #2a, 2b – 2a – PBS Immigration Quiz 2b – PBS Immigration Quiz with answers
80 min. 9:00 – 10:20	<b>IV. Overview of Classroom Lesson Module</b> A. Purpose, Key Elements, Overview, Lesson Sequence (10 min.) B. Standards Connection (10 min.) C. <b>V. Key Elements of Establishing Community - Classroom Lesson Modules, Lesson 1</b> A. Overview of 6-12 Classroom Lesson Module, Lesson 1 - Establishing Community (5 min.)		Handout #3 – Standards Connection  Materials: Chart paper for groups to

**Support for Immigrant and Refugee Students - Classroom Lesson Module Workshop**  
**Sample Presenter's Agenda – Grades 6-12**  
**4 hour session**

Time	Topic	Presenter	Materials/ Handouts
	<p>B. 6-12 Classroom Lesson Module, Lesson 1: Evoking feelings – Experiential Activity (30 min.)</p> <ul style="list-style-type: none"> <li>Visual Text Analysis (VIDEO): <i>The story of Jong-Min</i></li> <li>Visual Text Analysis (PAINTING): <i>Undocumented (if time allows)</i></li> </ul> <p><b>VI. Classroom Lesson Module, Lesson 1 – Independent Exploration with Partner</b></p> <p>A. Exploration - Partner A: Activity 1 Deeper Dive, Partner B: Activity 2 Focus (15 min.)</p> <p>B. Debrief Question: How do one activity support and build on the other? (5 min)</p>		<p>complete the T-Chart</p> <p>Handout #4 – Media Visual Analysis - Evoking Feelings and Reflective Discussion</p> <p>Handout #5 – Lesson 1 Exploration Graphic Organizer</p>
10:20 – 10:30	Break		
30 min. 10:30 – 11:00	<p><b>VII. Classroom Lesson Module, Lesson 1 - Application to My Context (10 min.)</b></p> <p>A. For 6-9 vs. 9-12, what activity do you think will be most important for your students to experience?</p> <p>B. What challenges do you think they might experience?</p> <p><b>VIII. Guide to Support Immigrant and Refugee Students' Socio-Emotional Experiences (20 min.)</b> <b>Discussion Question:</b> What other possible resources in your context can be available to support immigrant and refugee students?</p>		<p>Handout #6 – Application to My Context – Lesson 1</p>
60 min. 11:00 – 12:00	<p><b>IX. Key Elements of Literature-Based Discussions about the Immigrant Experience - Classroom Lesson Module, Lesson 2</b></p> <p>A. Prior to Reading – highlight activities (5min.)</p> <p>B. Literature Exploration – Return to Sender (25 min)</p> <p>a. Chapter 1 (pages 3-36) - <i>Section 1 Lesson Plan</i></p>		<p>Handout #7 – Literature-Based Discussion about the Immigrant Experience</p>

**Support for Immigrant and Refugee Students - Classroom Lesson Module Workshop**  
**Sample Presenter's Agenda – Grades 6-12**  
**4 hour session**

Time	Topic	Presenter	Materials/ Handouts
	<p>b. Chapter 2 (pages 39-72)</p> <p>c. Chapter 3 (pages 75-106) - <i>Section 2 Lesson Plan</i></p> <p>d. Chapter 4 (pages 109-136)</p> <p>e. Chapter 5 (pages 139-178)</p> <p>f. Chapter 6 (pages 181-210)</p> <p>g. Chapter 7 (pages 213-246) - <i>Sections 3- 4 Lesson Plan</i></p> <p>h. Chapter 8 (pages 249-296) - <i>Sections 5 - 7 Lesson Plan</i></p> <p>i. Chapter 9 (pages 299-318) - <i>Section 8 Lesson Plan</i></p> <p>Break up into groups, each group member reads a chapter.... Identify guiding questions for the section of the story that elucidate conversation about the common themes.</p> <ul style="list-style-type: none"> <li>• Fear of Loss and Separation</li> <li>• Solving Problems</li> <li>• Persistence and Hope</li> </ul> <p>OR</p> <p>Prepares a summary of the chapter.</p> <p>C. Group Discussion (30 min.) – Each group member synthesizes the activities and type of literature-based discussions/extensions that can occur or share summary of chapter. Begin with Chapter #1 and continue in sequential order.</p>		
12:00 – 1:00	<b>Lunch</b>		
60 min 1:00–2:00	<p><b>X. Classroom Lesson Modules, Lesson 2 Follow-up/Extension Activities (15 min)</b></p> <p><b>XI. Classroom Lesson Modules, Lesson 2 Scaffolds (10 min.)</b></p> <p><b>XII. Classroom Lesson Modules, Lesson 2 Application to My Context (20 min.)</b></p> <p>A. What are possible ways to include the module/ Lesson 2 in the curriculum?</p> <p>B. What challenges might you need to address?</p> <p><b>XIII. Closure – Return to Mind Map, Add Information – Tea Party Debrief (10 min.)</b></p>		Handout #8 – Application to My Context – Lesson 2

## SAMPLE POWERPOINT PRESENTATIONS

[Click here to access the three-sample power points presentation files.](#)



## HANDOUTS FOR TRAINING SESSIONS

Several handouts have been developed for participant use. See Table 3 for an overview of handouts. Each of the handouts is provided below.

*Table 2. Training Session Handouts*

Handout #	Title
Participant Handout #1a-c	Agenda
Participant Handout #2a	PBS Immigration Quiz
Participant Handout #2b	PBS Immigration Quiz with Answers
Participant Handout #3	Standards Alignment
Participant Handout #4a (For Grades K-12 OR 6-12 Workshops only)	Classroom Module 6-12 Lesson 1 Sample: Establishing Community Visual Text Analysis
Participant Handout #4b (For Grades K-5 or 3-5 Workshops only)	Classroom Module 3-5 Lesson 1 Sample: Design your Coat of Arms Instructions
Participant Handout #4c	Classroom Module 3-5 Lesson 1 Sample: Coat of Arms Template
Participant Handout #5	Classroom Module Lesson 1 Analysis of Sequence of Activities
Participant Handout #6	Classroom Module Lesson 1 Application to My Context
Participant Handout #7	Classroom Module Lesson 2 Literature-Based Discussion
Participant Handout #8	Classroom Module Lesson 2 Application to My Context
Teacher Resource Handout (For Grades K-5 or 3-5 Workshop only)	Feeling Words Picture Cards

*Handout #1a – Participant Agenda All Modules, Grades K-12*

*Center for Equity for English Learners, Loyola Marymount University and Californians Together  
Support for Immigrant and Refugee Students - Classroom Lesson Modules Workshop  
Handout #1a Trainer of Trainer Workshop Participant Agenda*

**Loyola Marymount University – Center for Equity for English Learners  
Californians Together**

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***Support for Immigrant and Refugee Students - Classroom Lesson Modules Workshop  
TOT Participant Agenda – All Modules, Grades K-12  
4 hour session***

Topic	Presenter	Ideas/Notes for Site-Level Presentation
<b>I. Welcome/Introductions</b>		
<b>II. Session Objectives and Content Overview</b>		
<b>III. Who is the immigrant and refugee student?</b> A. Open Mind: Who are immigrant students? B. Setting the Focus: Immigration Quiz & Discussion <ul style="list-style-type: none"><li>Take the PBS Immigration Quiz <a href="http://www.pbs.org/independentlens/blog/immigration-quiz-2/">http://www.pbs.org/independentlens/blog/immigration-quiz-2/</a></li><li>Partner Discussion: Which answer surprised you the most? Why?</li></ul> C. Definition of Immigrant Children & Youth		
<b>IV. Overview of Classroom Lesson Modules</b> A. Purpose, Key Elements, Overview, Lesson Sequence B. Standards Connection <b>Action:</b> Make the case for convincing colleagues to integrate these modules as part of their content area curriculum!		
<b>V. Key Elements of Establishing Community - Classroom Lesson Modules, Lesson 1</b> A. Overview of 6-12 Classroom Lesson Module, Lesson 1 - Establishing Community		

**Support for Immigrant and Refugee Students - Classroom Lesson Modules Workshop**

**TOT Participant Agenda – All Modules, Grades K-12**

**4 hour session**

Topic	Presenter	Ideas/Notes for Site-Level Presentation
<p>B. 6-12 Classroom Lesson Module, Lesson 1: Evoking feelings – Experiential Activity</p> <ul style="list-style-type: none"> <li>• Visual Text Analysis (VIDEO): <i>The story of Jong-Min</i></li> <li>• Visual Text Analysis (PAINTING): <i>Undocumented</i></li> </ul> <p>C. 6-12 Classroom Lesson Module, Lesson 1: Reflective Discussion, Activity 2</p> <p><b>VI. K-2 and 3-5 Classroom Lesson Modules, Lesson 1 – Independent Exploration with Partner</b></p> <p>A. Exploration - Partner A: K-2 Focus, Partner B: 3-5 Focus</p> <p>B. Debrief Question: What commonalities did you find across Lesson 1 in the K-2 and 3-5 Modules?</p>		
<p><b>VII. Classroom Lesson Modules, Lesson 1 - Application to My Context</b></p> <p>A. For each of the grade level spans what activities do you think will be most important for your teachers to experience?</p> <p>B. What challenges do you think your teachers might experience?</p> <p><b>VIII. Guide to Support Immigrant and Refugee Students' Socio-Emotional Experiences</b> <i>Discussion Question:</i> What other possible resources in your context can be available to support immigrant and refugee students?</p>		
<p><b>IX. Key Elements of Literature-Based Discussions about the Immigrant Experience - Classroom Lesson Modules, Lesson 2</b></p> <p>A. Literature across grade spans</p> <p>B. Prior to Reading</p> <p>C. Literature Exploration Gr. 3-5 – Mama's Nightingale</p>		



***Support for Immigrant and Refugee Students - Classroom Lesson Modules Workshop***

**TOT Participant Agenda – All Modules, Grades K-12**

**4 hour session**

<b>Topic</b>	<b>Presenter</b>	<b>Ideas/Notes for Site-Level Presentation</b>
<ul style="list-style-type: none"> <li>a. Section 1 (pages 4-7)</li> <li>b. Section 2 (pages 8-11)</li> <li>c. Section 3 (pages 12-16)</li> <li>d. Section 4 (pages 18-25)</li> <li>e. Section 5 (pages 26-28)</li> </ul> <p>D. Group Discussion</p> <p><b>X. Classroom Lesson Modules, Lesson 2 Scaffolds</b></p>		
<b>LUNCH BREAK</b>		
<p><b>XI. K-2 and 6-12 Classroom Lesson Modules, Lesson 2– Independent Exploration Table Groups</b></p> <p><b>XII. Classroom Lesson Modules, Lesson 2 Application to My Context</b></p> <ul style="list-style-type: none"> <li>C. For each grade span, what are possible ways to include the module/ Lesson 2 in the curriculum?</li> <li>D. What challenges do you think your teachers might experience?</li> </ul> <p><b>XIII. Closure</b></p>		

*Handout #1b – Participant Agenda Grades K-5 Workshop*

**Support for Immigrant and Refugee Students  
Classroom Lesson Modules Workshop, Grades K-5  
Sample Participant Agenda  
4 hour session**

Topic	Ideas/Notes
<b>I. Welcome/Introductions</b>	
<b>II. Session Objectives and Content Overview</b>	
<b>III. Who is the immigrant and refugee student?</b> <ul style="list-style-type: none"> <li>A. Open Mind: Who are immigrant students?</li> <li>B. Setting the Focus: Immigration Quiz &amp; Discussion <ul style="list-style-type: none"> <li>• Take the PBS Immigration Quiz <a href="http://www.pbs.org/independentlens/blog/immigration-quiz-2/">http://www.pbs.org/independentlens/blog/immigration-quiz-2/</a></li> <li>• Partner Discussion: Which answer surprised you the most? Why?</li> </ul> </li> <li>C. Definition of Immigrant Children &amp; Youth</li> </ul>	
<b>IV. Overview of Classroom Lesson Modules</b> <ul style="list-style-type: none"> <li>A. Purpose, Key Elements, Overview, Lesson Sequence</li> <li>B. Standards Connection</li> </ul>	
<b>V. Key Elements of Establishing Community - Classroom Lesson Modules, Lesson 1</b> <ul style="list-style-type: none"> <li>A. Overview of Classroom Lesson Module, Lesson 1 - Establishing Community</li> <li>B. K-2 Classroom Lesson Module, Lesson 1: Expressing feelings – Experiential Activity 1</li> <li>C. 3-5 Classroom Lesson Module, Lesson 1: Exploring Identity – Experiential Activity 1</li> </ul>	
<b>VI. K-2 and 3-5 Classroom Lesson Modules, Lesson 1 – Independent Exploration with Partner</b> <ul style="list-style-type: none"> <li>A. Exploration - Partner A: K-2 Focus, Partner B: 3-5 Focus</li> <li>B. Debrief Question: What commonalities did you find across Lesson 1 in the K-2 and 3-5 Modules?</li> </ul>	

***Support for Immigrant and Refugee Students***  
***Classroom Lesson Modules Workshop, Grades K-5***  
**Sample Participant Agenda**  
**4 hour session**

Topic	Ideas/Notes
<b>VII. Classroom Lesson Modules, Lesson 1 - Application to My Context</b> A. For each of the grade level spans what activities do you think will be most important for your students to experience? B. What challenges do you think your teachers might experience?	
<b>VIII. Guide to Support Immigrant and Refugee Students' Socio-Emotional Experiences</b> <i>Discussion Question:</i> What other possible resources in your context can be available to support immigrant and refugee students?	
<b>IX. Key Elements of Literature-Based Discussions about the Immigrant Experience - Classroom Lesson Modules, Lesson 2</b> A. Literature across grade spans B. Prior to Reading C. Independent Literature Exploration: Gr K-2 – <i>From North to South</i> & Gr. 3-5 – <i>Mama's Nightingale</i> D. Group Discussion	
<b>X. Classroom Lesson Modules, Lesson 2 Scaffolds</b> <b>XII. Classroom Lesson Modules, Lesson 2 Application to My Context</b> A. For each grade span, what are possible ways to include the module/ Lesson 2 in the curriculum? B. What challenges do you think your teachers might experience?	
<b>XIII. Closure</b>	

*Handout #1c – Participant Agenda Grades 6-12 Workshop*

**Loyola Marymount University – Center for Equity for English Learners  
Californians Together**

***Support for Immigrant and Refugee Students  
Classroom Lesson Modules Workshop, Grades 6-12  
Sample Participant Agenda  
4 hour session***

<b>Topic</b>	<b>Ideas/Notes for Site-Level Presentation</b>
<b>I. Welcome/Introductions</b>	
<b>II. Session Objectives and Content Overview</b>  <b>III. Who is the immigrant and refugee student?</b> <ul style="list-style-type: none"> <li>A. Open Mind: Who are immigrant students?</li> <li>B. Setting the Focus: Immigration Quiz &amp; Discussion <ul style="list-style-type: none"> <li>• Take the PBS Immigration Quiz <a href="http://www.pbs.org/independentlens/blog/immigration-quiz-2/">http://www.pbs.org/independentlens/blog/immigration-quiz-2/</a></li> <li>• Partner Discussion: Which answer surprised you the most? Why?</li> </ul> </li> <li>C. Definition of Immigrant Children &amp; Youth</li> </ul>	
<b>IV. Overview of Classroom Lesson Modules</b> <ul style="list-style-type: none"> <li>A. Purpose, Key Elements, Overview, Lesson Sequence</li> <li>B. Standards Connection</li> </ul> <b>V. Key Elements of Establishing Community - Classroom Lesson Modules, Lesson 1</b> <ul style="list-style-type: none"> <li>A. Overview of 6-12 Classroom Lesson Module, Lesson 1 - Establishing Community</li> <li>B. 6-12 Classroom Lesson Module, Lesson 1: Evoking feelings – Experiential Activity <ul style="list-style-type: none"> <li>• Visual Text Analysis (VIDEO): <i>The story of Jong-Min</i></li> <li>• Visual Text Analysis (PAINTING): <i>Undocumented</i></li> </ul> </li> <li>C. 6-12 Classroom Lesson Module, Lesson 1: Reflective Discussion, Activity 2</li> </ul>	

***Support for Immigrant and Refugee Students***  
***Classroom Lesson Modules Workshop, Grades 6-12***  
**Sample Participant Agenda**  
**4 hour session**

Topic	Ideas/Notes for Site-Level Presentation
<b>VI. Classroom Lesson Module, Lesson 1 – Independent Exploration with Partner</b> A. Exploration - Partner A: Activity 1 Focus, Partner B: Activity 2 Focus B. Debrief Question: How do one activity support and build on the other? How would you approach this lesson with your students?	
<b>VII. Classroom Lesson Modules, Lesson 1 - Application to My Context</b> A. For each of the grade level spans what activities do you think will be most important for your students to experience? B. What challenges do you think your students might experience?	
<b>VIII. Guide to Support Immigrant and Refugee Students' Socio-Emotional Experiences</b> <i>Discussion Question:</i> What other possible resources in your context can be available to support immigrant and refugee students?	
<b>IX. Key Elements of Literature-Based Discussions about the Immigrant Experience - Classroom Lesson Module, Lesson 2</b> A. Prior to Reading B. Literature Exploration – Return to Sender C. Group Discussion	
<b>X. Follow-up/Extension Activities Exploration</b>  <b>XI. Classroom Lesson Modules, Lesson 2 Scaffolds</b>  <b>XII. Classroom Lesson Modules, Lesson 2 Application to My Context</b> A. What are possible ways to include the module/ Lesson 2 in the curriculum? B. What challenges might you need to address?	
<b>XIII. Closure</b>	

## *Handout #2a – PBS Immigration Quiz*

*Center for Equity for English Learners, Loyola Marymount University and Californians Together  
Support for Immigrant and Refugee Students - Classroom Lesson Modules Workshop*  
**Participant Handout #2a PBS Immigration Quiz**

[Grades 6-12 Module, Lesson 1, Activity 1, Student Handout 1]

### **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

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

## *Handout #2b – PBS Immigration Quiz with Answers*

*Center for Equity for English Learners, Loyola Marymount University and Californians Together  
Support for Immigrant and Refugee Students - Classroom Lesson Modules Workshop*  
**Participant Handout #2b PBS Immigration Quiz with Answers**

[Grades 6-12 Module, Lesson 1, Teacher Resource]

### **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 29<sup>th</sup>, with a net migration rank of 3.64. by comparison, Libya and Qatar were 1<sup>st</sup> and 2<sup>nd</sup> 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.

**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%
- ☐ 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).

*Handout #3 – Standards Alignment, Grades K-2, 3-5, and 6-12*

*Center for Equity for English Learners, Loyola Marymount University and Californians Together  
Support for Immigrant and Refugee Students - Classroom Lesson Modules Workshop*

**Participant Handout #3 Standards Alignment**

**Support for Immigrant and Refugee Student Project**

**Classroom Lesson Modules Standards Alignment**

<b>Grades K-2 Module</b>
<b>English Language Arts Reading Standards (California Department of Education, 2010)</b>
<b>Key Ideas and Details</b> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Craft and Structure</b> 6. Assess how point of view or purpose shapes the content and style of a text.
<b>Integration of Knowledge and Ideas</b> 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. *
<b>English Language Arts Speaking and Listening (California Department of Education, 2010)</b>
<b>Comprehension and Collaboration</b> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>English Language Development Standards (California Department of Education, 2012)</b>
<b>Part I: Interacting in Meaningful Ways</b> <b>A. Collaborative</b> 1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics. 3. Offering and supporting opinions and negotiating with others in communicative exchanges. 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)

## Support for Immigrant and Refugee Student Project

### Classroom Lesson Modules Standards Alignment

<b>Grades K-2 Module</b>
<p><b>B. Interpretive</b></p> <p>5. Listening actively to spoken English in a range of social and academic contexts.</p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p>
<p><b>C. Productive</b></p> <p>11. Supporting own opinions and evaluating others' opinions in speaking and writing.</p>
<b>History-Social Science Content Standards (California Department of Education, 2000)</b>
<p><b>K.1 Students understand that being a good citizen involves acting in certain ways.</b></p> <p>1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</p> <p>2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</p> <p>3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</p>
<p><b>1.5 Students describe the human characteristics of familiar places and the varied background of American citizens and residents in those places.</b></p> <p>1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.</p> <p>2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.</p> <p>3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.</p>
<p><b>2.2 Student demonstrate map skills by describing the absolute and relative locations or people, places, and environments.</b></p> <p>1. Locate on a simple letter- number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).</p> <p>2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.</p> <p>3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.</p> <p>4. Compare and contrast basic land use in urban, suburban, and rural environments in California.</p>
<p><b>2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).</b></p>

**Support for Immigrant and Refugee Student Project**  
Classroom Lesson Modules Standards Alignment

<b>Grades 3-5 Module</b>
<b>English Language Arts Reading Standards (California Department of Education, 2010)</b>
<b>Key Ideas and Details</b> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Craft and Structure</b> 6. Assess how point of view or purpose shapes the content and style of a text.
<b>Integration of Knowledge and Ideas</b> 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>English Language Arts Speaking and Listening (California Department of Education, 2010)</b>
<b>Comprehension and Collaboration</b> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>English Language Development Standards (California Department of Education, 2012)</b>
<b>Part I: Interacting in Meaningful Ways</b> <b>A. Collaborative</b> 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics. 3. Offering and supporting opinions and negotiating with others in communicative exchanges. 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type).
<b>B. Interpretive</b> 5. Listening actively to spoken English in a range of social and academic contexts. 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.
<b>C. Productive</b> 11. Supporting own opinions and evaluating others' opinions in speaking and writing.

## Support for Immigrant and Refugee Student Project

### Classroom Lesson Modules Standards Alignment

Grades 3-5 Module
History-Social Science Content Standards (California Department of Education, 2000)
<p><b>3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.</b></p> <p>3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.</p>
<p><b>4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</b></p> <p>3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).</p> <p>4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).</p>
<p><b>5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid- 1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</b></p> <p>5. Describe the continued migration of Mexican settlers into Mexico territories of the West and Southwest.</p>

## Support for Immigrant and Refugee Student Project

### Classroom Lesson Modules Standards Alignment

<b>Grades 6-12 Module</b>
<b>English Language Reading Standards (California Department of Education, 2010)</b>
<b>Key Ideas and Details</b> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Craft and Structure</b> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 6. Assess how point of view or purpose shapes the content and style of a text.
<b>Integration of Knowledge and Ideas</b> 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>English Language Arts Speaking and Listening (California Department of Education, 2010)</b>
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>English Language Development Standards (California Department of Education, 2010)</b>
Part I: Interacting in Meaningful Ways <b>A. Collaborative</b> 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics. 2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)
<b>B. Interpretive</b> 5. Listening actively to spoken English in a range of social and academic contexts. 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.
<b>C. Productive</b> 11. Justifying own arguments and evaluating others' arguments in writing.

## Support for Immigrant and Refugee Student Project

### Classroom Lesson Modules Standards Alignment

<b>History and Social Science Standards (California Department of Education, 2000)</b>
<p><b>8.5 Student analyze U.S. Foreign policy in the early Republic.</b></p> <p>2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.</p>
<p><b>8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.</b></p> <p>6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.</p>
<p><b>8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</b></p> <p>7. Identify the news sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.</p>
<p><b>10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.</b></p> <p>1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.</p>
<p><b>11.9 Students analyze U.S. foreign policy since World War II.</b></p> <p>7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.</p>
<p><b>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.</b></p> <p>1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.</p>
<p><b>12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.</b></p> <p>6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).</p>
<p><b>12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.</b></p> <p>3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.</p>



*Handout #4a – Module 6-12 Lesson 1 Sample: Establishing Community Visual Text Analysis*

*Center for Equity for English Learners, Loyola Marymount University and Californians Together  
Support for Immigrant and Refugee Students - Classroom Lesson Modules Workshop*

**Participant Handout #4a Module 6-12 Lesson 1  
Sample: Establishing Community Visual Text Analysis**

**Module 6-12 – Establishing Community  
Evoking Feelings about Immigration  
VISUAL TEXT ANALYSIS**

**VISUAL TEXT #1**

*The story of Jong-Min*

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

**VISUAL TEXT #2**

*Undocumented* by Malaquias Montoya

Painting in acrylics

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

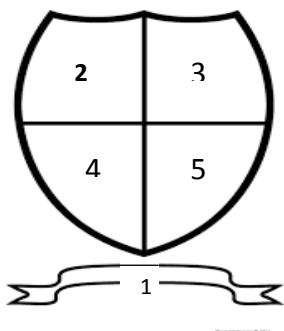
### Handout #4b – Module 3-5 Lesson 1 Sample - Coat of Arms Instructions

Center for Equity for English Learners, Loyola Marymount University and Californians Together  
Support for Immigrant and Refugee Students - Classroom Lesson Modules Workshop

#### Participant Handout #4b Coat of Arms Instructions

[Module Grades 3-5 Lesson 1, Student Handout]

## Design Your Coat of Arms



#### Include the following information:

1. Write your name in the banner.
2. On the top left quadrant write or draw two things you do well.
3. On the top right quadrant write or draw a wish you have for yourself or someone you love.
4. On the bottom left quadrant write or draw something that represents what you would like people to say when they describe you.
5. On the bottom right quadrant write or draw a quality you like in a friend.

In the table below you can find the meaning of colors and animals used as symbols in coats of arms during medieval times. You might choose one that applies to you when designing your coat of arms.

#### Symbols that May Represent Qualities Important to You

COLORS	ANIMALS
Yellow or Gold - Generosity	Bear - Protectiveness
White / Silver – Sincerity (Keep your promise)	Bee – Hard Working (Industrious)
Black –Loyalty	Camel –Perseverance (Determined)
Blue - Truthfulness	Dog - Loyalty
Green - Hope, Joy/Happy	Eagle - Leadership
Purple – Fairness (Justice)	Fox – Cleverness (Intelligent)
	Horse - Helpful
	Lion – Courage (Brave)
	Crow - Dependable
	Snake – Motivated (Ambitious)
	Elk or Deer - Peace & Harmony

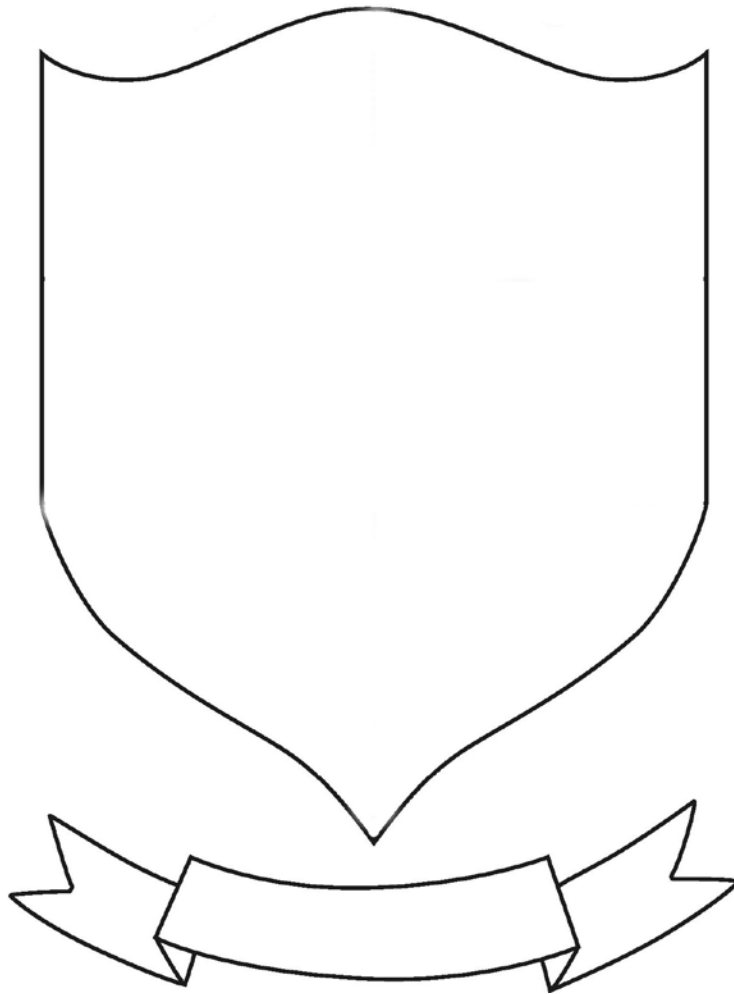
*Handout #4c – Module 3-5 Lesson 1 Sample Coat of Arms Template*

*Center for Equity for English Learners, Loyola Marymount University and Californians Together  
Support for Immigrant and Refugee Students - Classroom Lesson Modules Workshop*

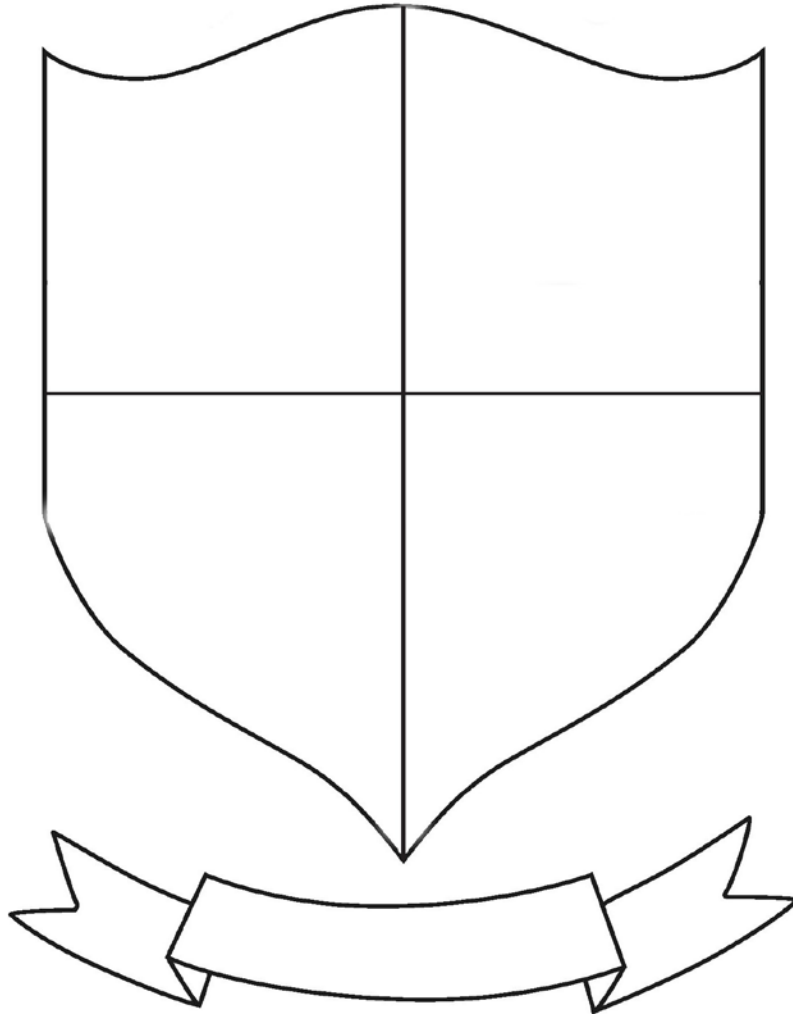
**Participant Handout #4c Coat of Arms Template**

[Module Grades 3-5 Lesson 1, Student Handout]

## Design Your Own Coat of Arms



# Design Your Own Coat of Arms (with quadrants)



*Handout #5 – Classroom Module Lesson 1 Analysis of Sequence of Activities*

*Center for Equity for English Learners, Loyola Marymount University and Californians Together  
Support for Immigrant and Refugee Students - Classroom Lesson Modules Workshop*

**Participant Handout #5 Classroom Module Lesson 1**

**Analysis of Sequence of Activities**

<b>Grade Span:</b> _____	<b>Reviewer Name</b> _____
--------------------------	----------------------------

**Introduction**

**Input**

→

↓

**Reflective Discussion**

↓

**Closure**

**Follow-up Activities (Optional)**

→

*Handout #6 – Classroom Module Lesson 1*

*Center for Equity for English Learners, Loyola Marymount University and Californians Together  
Support for Immigrant and Refugee Students - Classroom Lesson Modules Workshop*

**Participant Handout #6 Classroom Module Lesson 1  
Application to My Context**

**Classroom Module Lesson 1  
APPLICATION TO MY CONTEXT**

Key Activities/Highlights	Potential Challenges	Resources

*Handout #7– Classroom Module Lesson 2 Literature-Based Discussion*

*Center for Equity for English Learners, Loyola Marymount University and Californians Together  
Support for Immigrant and Refugee Students - Classroom Lesson Modules Workshop*

**Participant Handout #7 Classroom Module Lesson 2  
Literature-Based Discussion**

**Classroom Module Lesson 2  
LITERATURE-BASED DISCUSSION ABOUT THE IMMIGRANT EXPERIENCE**

**Grade Level Span** \_\_\_\_\_ **Literature Selection**\_\_\_\_\_

Section	Key Events	Guiding Questions

*Handout #8 – Classroom Module Lesson 2 Application to My Context*

*Center for Equity for English Learners, Loyola Marymount University and Californians Together  
Support for Immigrant and Refugee Students - Classroom Lesson Modules Workshop*

**Participant Handout #8 Classroom Module Lesson 2  
Application to My Context**

**Classroom Module Lesson 2  
APPLICATION TO MY CONTEXT**

**Grade Level/ Span**\_\_\_\_\_

The form consists of three distinct shapes for note-taking. At the top is a large, multi-lobed cloud shape with the text "IDEAS FOR CURRICULUM INTEGRATION" centered inside. Below the cloud, to the left, is a simple rectangle with the text "OTHER CONSIDERATIONS" at the top. To the right of the rectangle is a regular hexagon with the text "POSSIBLE CHALLENGES" at the top.



## PART IV. RESOURCES FOR CLASSROOM LESSON MODULES

### Module K-2

#### Student Handouts

##### Lesson 2

- Follow-up Activities (optional) - Family History Interview

#### Teacher Resources

##### Lesson 1

- *Color My Feelings* Sample Table
- Feeling Words Picture Cards
- Hand Mirrors (at least one)

##### Lesson 2

- Grades 1-2: Sample Flow Map – Text Only
- Grades K – 1: Sample Flow Map - Text & Drawings

#### Materials

- Chart paper
- Literature Logs

##### Lesson 1

- Crayons, markers or tempera paint and brushes
- Art paper

#### Follow-up Activities (optional)

- K only - Crayons, markers
- Suggested Titles for Read Aloud
  - Whoever You Are* by Mem Fox, First Voyager Books, Florida, 2006
  - Words Are Not For Hurting* by Elizabeth Verdick, Free Spirit Publishing, Minneapolis, 2004

##### Lesson 2

- *From North to South* by René Colato Laínez, Children's Book Press, New York, 2010
- World map or map of North America

#### Follow-up Activities (optional)

- Small pots or cans
- Tempera paint, stickers, glitter, etc.
- Seeds
- Suggested Titles for Read Aloud
  - Undocumented Immigrants* by Sarah Howell, PowerKids Press, New York, 2015
  - The Journey* by Francesca Sanna, Flying Eye Books, London-New York, 2016
  - Mama's Nightingale* by Edwidge Danticat, Dial Books, New York, 2015

#### Websites

<http://assunta-tj.wix.com/assunta#!>  
[www.powerkidslinks.com/mosa/undoc](http://www.powerkidslinks.com/mosa/undoc)

## Module 3-5

### Student Handouts

#### Lesson 1

- Blank Coat of Arms
- “Design Your Coat of Arms”
- Poem: “Disbelief to Despair”

### Teacher Resources

#### Lesson 1

- Emoji Cards
- Emoji Chart

#### Lesson 2

- World map or map of North America
- Power Point – Haiti
- Sample Character Feelings Graphic Organizer

### Materials

- Chart paper
- Literature Logs

#### Lesson 1

- Crayons, markers

#### Lesson 2

- *Mama’s Nightingale* by Edwidge Danticat, Dial Books- Penguin Group, New York, 2015

### Follow-up Activities (optional)

- Paper, markers, pens
- Cardboard
- Suggested Titles for Read Aloud
  - a. *North to South* by Rene Colato Lainez, Children’s Book Press, New York, 2010
  - b. *Undocumented Immigrants* by Sarah Howell, PowerKids Press, New York, 2015
  - c. *The Journey* by Francesca Sanna, Flying Eye Books, London-New York, 2016
  - d. *How Many Days to America?* by Eve Bunting, Clarion Books, New York, 1988
  - e. *Stepping Stones* by Margriet Ruurs, Orca Book Publishers, British Columbia, 2017

## Module 6-12

### Student Handouts

#### Lesson 1

- Immigration Quiz
- Immigration Timeline
- Poem “Border Towns”

#### Lesson 2

- Questions for Letter 1 - 15 agosto, 2005
- Follow-up Activities (optional) – “La Golondrina” Lyrics in English and Spanish

### Teacher Resources

#### Lesson 1

- Power Point
- Immigration Quiz AnswerSheet

#### Lesson 2

- Map of the U.S.
- Sample Graphic Organizer

### Materials

- Chart paper
- Student Response Journals

#### Lesson 1

- Computers or iPhones

#### Lesson 2

- *Return to Sender* by Julia Alvarez, Yearling | Random House, New York, 2009
- Map of the United States

### Websites

- <http://www.pbs.org/independentlens/blog/immigration-quiz-2/>
- [www.pbs.org/frontlineworld/stories/mexico704/history/timeline.html](http://www.pbs.org/frontlineworld/stories/mexico704/history/timeline.html)
- <http://www.apa.org/topics/immigration/undocumented-video.aspx>
- [www.youtube.com/watch?v=RLwtFTLH-iO&index=1&list=PLgsxBUgW\\_tXqDCOs9iOP6wHQOjxLiRYLK](http://www.youtube.com/watch?v=RLwtFTLH-iO&index=1&list=PLgsxBUgW_tXqDCOs9iOP6wHQOjxLiRYLK)  
**An interview with Julia Alvarez – Migrant Justice**
- “La Golondrina” Song  
<https://www.youtube.com/watch?v=dcFQOZtq1aQ> – Classical – Plácido Domingo  
<https://www.youtube.com/watch?v=fqUeAwMXAFA> - Mariachi – Los Caballeros  
<https://www.youtube.com/watch?v=vKss4xkuLaY> – Pop – Nana Mouskouri
- <https://www.teachingbooks.net/tb.cgi?a=1&tid=16302#ActivityGuides>  
**Audio interview with Julia Alvarez**

## PART V. ADDITIONAL RESOURCES TO SUPPORT IMMIGRANT AND REFUGEE STUDENTS

The table below provides information about additional resources that can be used in the classroom to provide further information and/or enrich the discussion about the immigration experience. Although most of the content is intended for students at middle school or high school level, these resources can serve to deepen and enrich elementary school educators' knowledge in order to provide additional support.

*Table 3. Informational and Curricular Resources Related to Immigration, Immigrants and Refugees*

Website	Link	Summary
Poets.org	<a href="https://www.poets.org/poetsorg/poems?field_poem_themes_tid=1126">https://www.poets.org/poetsorg/poems?field_poem_themes_tid=1126</a>	The website run by the Academy of American Poets contains an extensive curated collection of contemporary American poets. Poems are accessible by theme. Under the link: theme- <i>Immigration</i> , 31 poems are found by poets such as Richard Blanco, Juan Felipe Herrera and Vijay Seshadri. The site includes materials for teachers and videos of poets reading their own work and interviews. The poems are most appropriate for older students (10 <sup>th</sup> – 12 <sup>th</sup> ).
Define American	<a href="https://www.defineamerican.com/">https://www.defineamerican.com/</a>	The website contains various stories/ videos of undocumented youth. Under the Resources section there is a short video entitled <i>Know your rights and family preparedness</i> , which talks about fundamental rights that all undocumented individuals should be aware of. There is a <i>Documented</i> Documentary Curriculum which is geared towards grades 11 <sup>th</sup> and 12 <sup>th</sup> and it is based on the video <i>Documented</i> . The curriculum contains 7 lessons aligned to the Common Core 11 <sup>th</sup> and 12 <sup>th</sup> grade English Language Arts and Social Studies standards and is available for download.
American Immigration Council	<a href="https://www.americanimmigrationcouncil.org/research/dream-act">https://www.americanimmigrationcouncil.org/research/dream-act</a>	The website contains facts regarding the DREAM Act. The web page touches upon what the DREAM Act does, who benefits from the DREAM Act, economic benefits of the DREAM Act and more. The information contained in this website is geared towards older students (9 <sup>th</sup> -12 <sup>th</sup> ).

Website	Link	Summary
Scholastic – Teacher’s Activity Guide	<a href="http://teacher.scholastic.com/activities/immigration/young_immigrants/vandi.htm">http://teacher.scholastic.com/activities/immigration/young_immigrants/vandi.htm</a>	The website contains immigration stories (videos) of young children in grades 3 <sup>rd</sup> – 8 <sup>th</sup> from different parts of the world including Sierra Leone, South Korea, India, Mexico and Ukraine. There is a section on Immigration Data that contains very large graphs with information on immigration by decades and regions. The section with immigration data provides project ideas/ questions for small groups. The information in this website is geared towards grades 3 <sup>rd</sup> - 8 <sup>th</sup> .
PBS SOCAL	<a href="http://www.pbs.org/independentlens/newamericans/foreducators_index.html">http://www.pbs.org/independentlens/newamericans/foreducators_index.html</a>	The website provides lesson plans for grades 7-12 which are available online and as a PDF. The lesson plans vary in subject (i.e. Language Arts, U.S. History etc.) and cover an array of topics including contributions of immigrants and cultural riches.
The National Child Traumatic Stress Network	<a href="http://www.nctsn.org/products/children-war-video-educators-2005">http://www.nctsn.org/products/children-war-video-educators-2005</a>	The website provides a video for educators on raising the standards of care for traumatized children. A resource available through this website is the NCTSN Learning Center which offers free online access to over 200 webinars.
Immigration: Stories, Struggles and Debates	<a href="https://immigrationcurriculum.files.wordpress.com/2011/03/immigration-curriculum-final-draft.pdf">https://immigrationcurriculum.files.wordpress.com/2011/03/immigration-curriculum-final-draft.pdf</a>	Curriculum offers 5 lessons and a culminating project for grade levels 10 <sup>th</sup> – 12 <sup>th</sup> on a variation of topics related to immigration including refugees, asylums and undocumented immigrants, policies, debates, histories etc. Resources include student worksheets, quizzes, media literacy project, policy example and policy proposal guiding questions.
Teaching Tolerance	<a href="https://www.tolerance.org/moment/supporting-students-immigrant-families">https://www.tolerance.org/moment/supporting-students-immigrant-families</a>	The website provides various classroom resources for educators including lessons on demographics, identity, immigration, myths about immigration, teaching social justice through photographs and combining a PBS documentary series to one of the lessons.
Encouraging Refugee Awareness in the classroom: A guide for teachers	<a href="http://files.eric.ed.gov/fulltext/ED380392.pdf">http://files.eric.ed.gov/fulltext/ED380392.pdf</a>	The link provides access to various lesson plan ideas that focus on refugees. The lesson plans include class projects, role play, teaching about genocide, a game board (intended to teach students about the hard reality that refugees encounter) etc.