

## Welcome

- \* Support for Immigrant and Refugee Students Project
- \* Toolkit Overview
  - \* Classroom Lesson Modules
  - \* Resources
  - \* Legal Update
- \* Our Learning Community

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## Support for Immigrant and Refugee Students Project: **Classroom Lesson Modules** **Professional Development**

*Presenters*  
Elvira Armas Ed.D. and Gisela OBrien, Ph.D.

Loyola Marymount University  
Center for Equity for English Learners

LMU LA  
The Center for Equity  
for English Learners

CaliforniansTogether  
Championing the Success of English Learners

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## Session Content

- ☐ Session Objectives
- ☐ Who is the immigrant and refugee student?
- ☐ Overview of Classroom Lesson Modules
- ☐ Key Elements of **Establishing Community – Classroom Lesson Modules, Lesson 1**
- ☐ Lesson 1 - Application to My Context
- ☐ Guide to Support Immigrant and Refugee Students' Socio-Emotional Experiences
- ☐ Key Elements of **Literature-Based Discussion about the Immigrant Experience – Classroom Lesson Modules, Lesson 2**
- ☐ Lesson 2 – Application to My Context
- ☐ Closure

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## Session 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

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## Group Norms

- \* Engage in active listening and participating
- \* Respect diverse perspectives and opinions
- \* Bring our best thinking to the work
- \* Disable or silence all electronic devices

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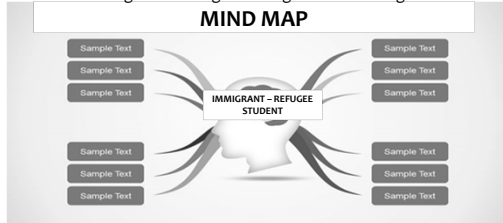
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## Think About It – Map It – Talk About It! Immigrant and Refugee Students

**Focus Question:** Who is an immigrant-refugee student? What are some characteristics of this group of students? What are teachers experiencing in the classroom in regard to immigrant-refugee issues among their students?




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### Setting the Focus Immigration Quiz

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

\* **Partner Discussion:** Based on your results, which answer surprised you the most? Why?

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### California Definition of Immigrant Children and Youth

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

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*Support for Immigrant and Refugee Students Project*

#### **Classroom Lesson Modules**

#### **Purpose**

- \* Address the socio-emotional and educational needs of students concern about immigration status by:
  - \* Creating a safe space for students to share their feelings, fears, and worries about immigration
- \* Increase their knowledge and build empathy with regard to immigration and immigration issues

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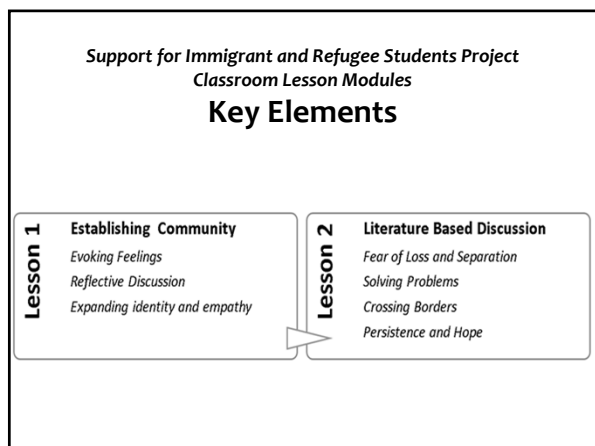
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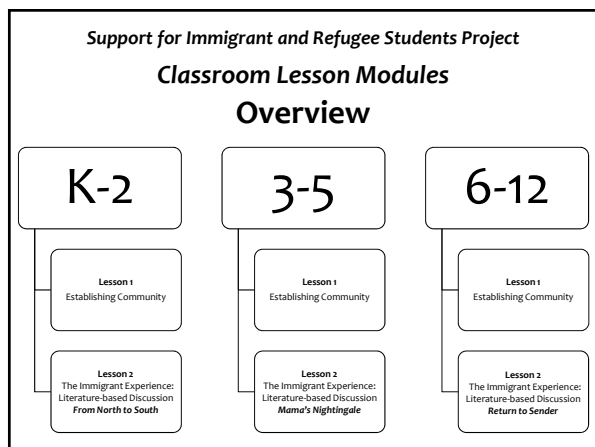
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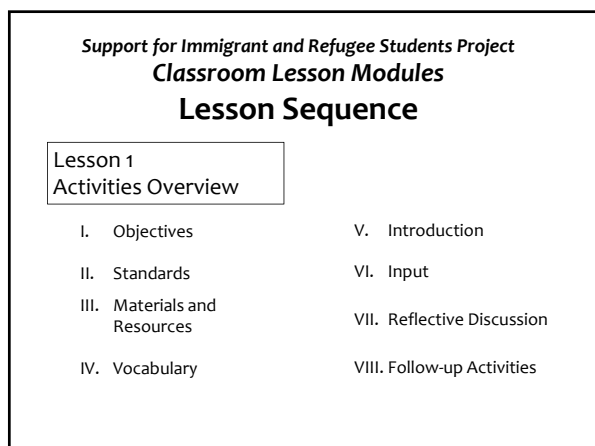
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*Support for Immigrant and Refugee Students Project*  
**Classroom Lesson Modules**  
**Lesson Sequence**

Lesson 2 – Literature-Based  
Sections Overview

<p>I. Objectives</p> <p>II. Standards</p> <p>III. Materials and Resources</p> <p>IV. Vocabulary</p>	<p>V. Introduction</p> <p>VI. Input</p> <p>VII. Reflective Discussion by sections/chunks</p> <p>VIII. Follow-up Activities</p>
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*Support for Immigrant and Refugee Students Project*  
**Classroom Lesson Modules**  
**Standards Connection**

- \* English Language Arts
- \* English Language Development
- \* History/Social Studies

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*Support for Immigrant and Refugee Students Project*  
**Classroom Lesson Modules**  
**Module 6-12 Overview**

<p>Lesson 1: The Immigrant Experience Through Different Media (120 minutes)</p> <ul style="list-style-type: none"> <li>▪ Activity 1: Studying Visual Texts The Immigrant Experience</li> <li>▪ Activity 2: Poetry and The Immigrant Experience</li> </ul>	<p>Lesson 2: The Immigrant Experience Literature-based Discussion: <i>Return to Sender</i> (120-180 minutes)</p> <ul style="list-style-type: none"> <li>▪ Discussion 1: Crossing Borders</li> <li>▪ Discussion 2: Fear of Loss</li> <li>▪ Discussion 3: Facing Challenges</li> <li>▪ Discussion 4: Being Resilient</li> <li>▪ Discussion 5: Together at Last</li> <li>▪ Discussion 6: Gathering Courage</li> <li>▪ Discussion 7: Adapting to Change</li> <li>▪ Discussion 8: Finding Home</li> </ul>
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**Support for Immigrant and Refugee Students Project**  
Module 6-12 – Lesson 1, Establishing Community  
Evoking Feelings About Immigration

**Visual Text Analysis**  
Video: The story of Jong-Min

\* Response Journal Note-taking

- \* What feelings and experiences did Jong-Min communicate?
- \* What images/photos stood out for you?

\* Response Journal Reflection

- \* 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?

**SCAFFOLDS:**

- Graphic Organizer to Guide Video Viewing
- Response Journal
- Reflective Discussion

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

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**Support for Immigrant and Refugee Students Project**  
Module 6-12 – Lesson 1, Establishing Community  
Evoking Feelings About Immigration

**Visual Text Analysis: Video - The story of Jong-Min**  
**GRAPHIC ORGANIZER**

VIDEO What is the speaker communicating?	US How does it make us feel?	PAINTING What is the painter communicating?	US How does it make us feel?

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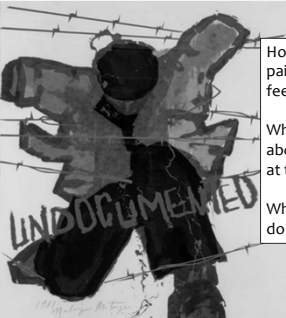
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**Support for Immigrant and Refugee Students Project Visual**  
Text Analysis – Painting in acrylics  
*Undocumented* by Malaquias Montoya



What is the painter communicating?

How does this painting make you feel?

What did you think about while looking at the painting?

What connections do you make?

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**Support for Immigrant and Refugee Students Project  
Classroom Lesson Modules  
Module 6-12 Overview**

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**Support for Immigrant and Refugee Students Project Module 6-12, Lesson 1 – Establishing Community  
Activity 2 – Poetry and the Immigrant Experience**

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graph LR
    A["Introduction  
“As American as apple pie” Graphic Organizer"] --> B["Input  
Immigration Timeline"]
    B --> C["Reflective Discussion  
Connections to Timeline  
– Connections to Experiences"]
    C --> D["Follow-up Activities  
(Optional)"]
    D --> E["Closure  
Synthesize connections across all 3 texts:  
video, painting, poem"]
    E --> F["SCAFFOLDS:  
• Graphic Organizer  
• Response Journal  
• Reflective Discussion  
• Summarization"]
    
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**Support for Immigrant and Refugee Students Project Module K-2 and Module 3-5  
Lesson 1 - Establishing Community  
Independent Exploration**

<b>Partner A Module K-2</b> <ol style="list-style-type: none"> <li>Review <b>Lesson 1, Module K-2.</b></li> <li>Complete the graphic organizer to capture an overview of the lesson.</li> <li>Share with Partner B.</li> </ol>	<b>Partner B Module 3-5</b> <ol style="list-style-type: none"> <li>Review <b>Lesson 1, Module 3-5.</b></li> <li>Complete the graphic organizer to capture an overview of the lesson.</li> <li>Share with Partner A.</li> </ol>
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**Debrief:** What commonalities did you find across Lesson 1 in the K-2 and 3-5 Modules?

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*Support for Immigrant and Refugee Students Project* Lesson 1 -  
Establishing Community

### Application to My Context

- \* For each of the grade level spans, what activities do you think will be important for your teachers to experience?
- \* What challenges do you think your teachers might experience?

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Module K-2 – Lesson 1, Establishing Community  
Evoking Feelings About Immigration  
Activity 1 – Color My Feelings

Feeling	Color

- Draw a table similar to this one
- Brainstorm a list of 10 *feeling* words/ adjectives to describe feelings
- Form an Inside and Outside Circle facing each other
- With your first partner think of a COLOR that matches the feeling illustrated on your card. Write the color on the Post-it next to the number 1.
- Repeat with partners 2 and 3

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Module 3-5 – Lesson 1, Establishing Community  
Evoking Feelings About Immigration  
Symbols for Me

*Design Your Coat of Arms*

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

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***A Teacher's Guide to Support  
Immigrant and Refugee Students'  
Socio-Emotional Experiences***

Developed by Fernando Estrada, Ph.D.,  
Counseling Program Faculty Member  
School of Education  
Loyola Marymount University

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***A Teacher's Guide to Support Immigrant and Refugee  
Students' Socio-Emotional Experiences***  
**Overview**

**Purpose:** To help teachers **attend to social-emotional issues** of immigrant and refugee students in class.

**Contents:** This interactive resource guide contains **4 activities** and incorporates **10 case scenarios**, along with resources for teachers

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***A Teacher's Guide to Support Immigrant and Refugee  
Students' Socio-Emotional Experiences***  
**Key Points**

- \* Helping students connect their feelings with thoughts enhances learning.
- \* Students learn best in an environment where they feel safe and supported.
- \* Probing the feelings and thoughts of a student can be done with brief questions and statements.
- \* Be familiar with the signs of emotional distress and the resources at your school.

**Discussion Question:** What other possible resources in your context can be available to support immigrant and refugee students?

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
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**A Teacher's Guide to Support Immigrant and Refugee  
Students' Socio-Emotional Experiences**  
**Types of Open-ended Questions**

- \* Exploring thoughts  Probing for ideas and attitudes

What are your thoughts about \_\_\_\_?

- \* Exploring feelings  Probing for emotions

What are your feelings about \_\_\_\_?

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**Example Scenario**

One of your students, Rey, shares with the class that she misses her family that "cannot visit this country." You recognize there is an opportunity to bolster the learning by helping Rey articulate her experience. Write two open questions below, one for thought and the other for feeling.

Response: \_\_\_\_\_

Response: \_\_\_\_\_

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*Support for Immigrant and Refugee Students Project*

**Lesson 2**

A Literature –based Discussion  
About the Immigrant Experience

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Support for Immigrant and Refugee Students Project			
Lesson 2			
Literature selections across grade level spans			
	K-2	3-5	6-12
Title	<i>North to South</i>	<i>Mama's Nightingale</i>	<i>Return to Sender</i>
Theme(s)/ Discussion Topics	<ul style="list-style-type: none"> <li>• Fear of Loss</li> <li>• Crossing Borders</li> <li>• Solving Problems</li> <li>• Staying Connected</li> </ul>	<ul style="list-style-type: none"> <li>• Coping with Separation</li> <li>• Pain of Separation</li> <li>• Despair and Acceptance</li> <li>• Persistence and Hope</li> <li>• Fighting for Justice</li> </ul>	<ul style="list-style-type: none"> <li>• Crossing Borders</li> <li>• Fear of Loss</li> <li>• Facing Challenges</li> <li>• Being Resilient</li> <li>• Together at Last</li> <li>• Gathering Courage</li> <li>• Adapting to Change</li> <li>• Finding Home</li> </ul>
Publisher	Children's Book Press	Dial Books – Penguin Books	Yearling/Random House

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Support for Immigrant and Refugee Students Project  
Module 3-5, Lesson 2, A Literature-based Discussion  
about the Immigrant Experience

**Mama's Nightingale**

**GRADES 3 – 5 MODULE OVERVIEW**

<b>Lesson 1: Establishing Community</b> (120 minutes) <ul style="list-style-type: none"> <li>▪ Activity 1: Symbols for Me</li> <li>▪ Activity 2: My Emoji</li> <li>▪ Activity 3: "Disbelief to Despair" - Expressing Feelings through Poetry</li> </ul>	<b>Lesson 2: The Immigrant Experience</b> Literature-based Discussion: <i>Mama's Nightingale</i> (120 -180 minutes) <ul style="list-style-type: none"> <li>▪ Discussion 1: Coping with Separation</li> <li>▪ Discussion 2: Pain of Separation</li> <li>▪ Discussion 3: Despair and Acceptance</li> <li>▪ Discussion 4: Persistence and Hope</li> <li>▪ Discussion 5: Fighting for Justice</li> </ul>
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Support for Immigrant and Refugee Students Project  
Module 3-5, Lesson 2, A Literature-based Discussion  
about the Immigrant Experience

**Mama's Nightingale**

**Story Summary**

This story is about a Haitian family that is separated when the mother is sent to an immigration detention center as a result of her undocumented status. Despite the father's efforts, including letters to the media and to politicians, his wife is still at the detention center after three months of trying to get her home. Their daughter, Saya, finds comfort listening to the bedtime stories her mother tapes and sends to her from the detention center. One day, after another of her father's unsuccessful attempts, Saya decides to write a letter telling their story and sends it to the newspaper. Her letter gets published and thanks to the public's reaction, Saya's mother is freed and able to return home while waiting for the normalization of her status.

**THEMES:**

- Fear of Loss and Separation
- Solving Problems
- Persistence and Hope

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Support for Immigrant and Refugee Students Project  
Module 3-5, Lesson 2, A Literature-based Discussion  
about the Immigrant Experience

**Mama's Nightingale**

Prior to Reading - Input

- \* Grade 3: List reasons why people immigrate to the United States.
- \* Grades 4 & 5: Draw a two-column list citing 1) some of the reasons why people immigrate to the United States, and 2) the

**SCAFFOLDS:**

- Graphic Organizer
- Response Journal
- Eliciting Prior Knowledge
- Reflective Discussion

Prior to Reading – Eliciting Prior Knowledge

- \* *How does the fact that Haiti is an island might impact the ways the people are able to travel/leave the country. How does it compare to immigrants from Central and South America?*

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Module 3-5, Lesson 2, A Literature-based Discussion about the Immigrant Experience – Mama's Nightingale

**Reflective Discussion**

- \* Form groups.
- \* Assign section(s) to each group member.
  - \* Section 1 (pages 4-7)
  - \* Section 2 (pages 8-11)
  - \* Section 3 (pages 12-16)
  - \* Section 4 (pages 18-25)
  - \* Section 5 (pages 26-28)
- \* Read your assigned section(s) of the book *Mama's Nightingale*.
- \* Find the corresponding guiding questions and prompts in the lesson description.

**SCAFFOLDS:**

- Graphic Organizer
- Summarization
- Chunking Information
- Reflective Discussion
- Making Connections

**GROUP DISCUSSION:** 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.

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Support for Immigrant and Refugee Students Project  
Module 3-5, Lesson 2, A Literature-based Discussion  
about the Immigrant Experience

**Mama's Nightingale**

1. Collaborative strategies
2. Scaffolds, e.g., graphic organizers
3. Application of standards
4. Connections to Lesson 1

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*Support for Immigrant and Refugee Students Project*  
Module K-2 OR 6-12, Lesson 2, A Literature-based Discussion  
about the Immigrant Experience

### Independent Exploration

	K-2	6-12
Title	<b><i>North to South</i></b>	<b><i>Return to Sender</i></b>
Theme(s)/ Discussion Topics	<ul style="list-style-type: none"> <li>• Fear of Loss</li> <li>• Crossing Borders</li> <li>• Solving Problems</li> <li>• Staying Connected</li> </ul>	<ul style="list-style-type: none"> <li>• Crossing Borders</li> <li>• Fear of Loss</li> <li>• Facing Challenges</li> <li>• Being Resilient</li> <li>• Together at Last</li> <li>• Gathering Courage</li> <li>• Adapting to Change</li> <li>• Finding Home</li> </ul>
Publisher	Children's Book Press	Yearling/Random House

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*Support for Immigrant and Refugee Students Project*  
Module K-2 OR 6-12, Lesson 2, A Literature-based Discussion  
about the Immigrant Experience

### Independent Exploration

\* Join a table with grade level focus of interest (K-2 OR 6-12)

\* With your table group, read the literature selection and use guiding questions to hold a reflective discussion about key themes.

\* Each table group charts key ideas elicited from the discussion.

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Module 3-5, Lesson 2, Mama's Nightingale: A Literature-based  
Discussion about the Immigrant Experience

### Application to My Context

\* For each grade span, what are possible ways to include the module/ Lesson 2 in the curriculum?

\* What challenges do you think your teachers might experience?

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### How can Establishing Community and Literature-Based Discussions support this group of students?

