*Immigration and Migration in Latin America*

*Topics:*

-Start with a reference back to *mestizaje*, and the necessary mobility that lead to these convergences.

-Differences between Migration, Immigration and Emigration

Read the graphic novel - The Arrival - Reactions

Create family maps as homework and discuss your families journey.

Use ELL's as resources- Retell their immigration story to the US

Working Migrants - Cesar Chavez

Push- Pull factors discussed more generally

Central American Migration - Mexico as a middleman -Cause and Effect- What is fomenting this exodus

Sin Nombre movie

Blancanizacion in Argentina and Brazil

Immigration leading to the Mexican American war

NAFTA and immigration

US Presidential Election- Immigration as a political platform

Statelessness in Mexico and Latin America

Diasporas in Latin America (Japanese in Brazil - Chinese in Panama - Lebanese in Mexico)

Migrants vs Refugee's

The Policies of Political Asylum

Big project - Create a story , graphic novel , poem - referencing one of the sources viewed - the arrival - sin nombre- or the ELL story

**Curriculum Unit Plan II**

**Title and brief description:**

***Immigration and Migration in Latin America* -** With the US election less than a year away, the ongoing Syrian refugee crisis, and the unrelenting stream of Central American children entering the country, immigration is a topic that is not far from everyone's mind. This unit will examine the historical patterns of migration and immigration in Latin America, as well as some of the causes for these migrations. We will be discussing what it means to be an immigrant, immigrant policies in the US and Latin America, Diasporas, and the challenges that come with massive migrations. We will be reviewing several different grammatical concepts throughout the unit.

**Grammatical elements to be reviewed:** Impersonal-expressions, subjunctive with ojala- verbs of hope (letters from their perspective) , conditional tense, si clauses , impersonal expressions, pronouns with commands, infinitive (story)

**Big Idea/Essential Questions:**

*-Is immigration historically good or bad for a country?*

-What is the difference between migrants, immigrants, and refugees?

-Why wasn't immigration reform added to NAFTA?

-What does “secure the border first” actually mean?

-Is the US immigration system broken?

-Are immigrants a subclass in the US?

-What are the reasons for immigrant marginalization?

-What is a diaspora? Why do they occur?

-What are the consequences of immigrants becoming a perpetual underclass?

-What has led to the exodus of people from Central America?

**Learning Goals:**

*-Development of content understanding (key concepts and ideas)*

Specifically on what it means to be an immigrant, the difference between a refugee and migrant, knowledge of some major events Latin American migratory history, and some knowledge of the migratory policies of the US and Latin America.

*-Enabling students to experience the power of their minds and their capacities as learners and doers (powerful learning)*

Examining history and policy critically, being confident and knowledgeable in our opinions on the matter.

*-Development of intellectual and academic habits of mind, work, and discourse, including habits of independent or collaborative thinking and doing typical of readers, writers, speakers, creators, researchers and thinkers in the discipline (ways of knowing)*

*-Literacy development, including capabilities of proficient readers, writers, and speakers*

We will be going to the computer lab every week, to create more technological literacy for some students and to interact with authentic materials in Spanish.

*-Development of trust and the classroom as a learning community*

**Personal, social, and cultural factors (yourself, your students, and learning)**

**What assumptions are you making about why your plan will connect to your Main South students? How are you taking into account any differences in your socioeconomic, cultural, or racial background, gender, personality, approach to learning, or view of the world?**

Main South is a very diverse school, many of the students in my class come from very recent immigrants, many of them are first generation. This topic will allow students to explore their heritage and share it. It will also give them a broader perspective of what immigration looks like and what the reasons behind it are.

**How are you activating your students’ personal, social, and cultural capabilities and capacities in this plan?**

This lesson will explore some controversial, and sensitive subjects. I will attempt to be mindful in my exploration, and make clear that we are a classroom that celebrates difference and respects opinions.

**Rationale: Your rationale should show clearly your careful consideration of a full range of factors in planning your unit to ensure equitable support and meaningful, authentic, and substantial learning for all students, taking into account:**

**Learning goals: Explain why your big idea/essential question and your learning goals are important for your discipline and meaningful for your students.**

I believe content and language can be mutually reinforcing. I

**Curriculum standards: Explain how the big idea/essential question connects to the Guiding Principles in the MA curriculum frameworks. Identify which learning standards are addressed and how.**

**Students’ backgrounds and readiness: What strengths, capacities, and interests, in terms of their content understanding (prior knowledge), academic and literacy development, personal and cultural abilities, and development as a learning community, are you taking into account in planning this unit?**

**Student needs: What particular needs of your students—academic, social, personal, language (ELLs)—have you taken into account in planning the unit? What will they need to be able to do in order to meet the learning goals?**

**Research- and evidence-based best practice ideas: Explain how research and best practice ideas have informed your plan.**

**Assessments:**

My assessments usually follow a pattern: after couple weeks of lessons - we will initially play a review game, and then have an exam the following day. Units usually contain two or three games/exams before the culminating assessment.

**How will students know what to expect and the criteria for good work?**

I always give a study guide, and clearly indicate during lessons what are details that should be given special notice. Projects are also clearly modeled and described in class and in the hand outs.

**Attach a draft of your culminating assignment and corresponding assessment criteria/rubric.**

My culminating assignment will be a multi-genre project. Students will choose a topic that was discussed (from their notes) and have a choice in how they will represent their knowledge.

**How will students and parents learn about students’ overall academic progress from these assessments?**

Students will be required to interview a family member on their journey to the US for a project, I also plan on making calls home as a check in before and after the unit.

**Unit Calendar**

**Provide a calendar of key learning activities, learning strategies, and assessments for your anticipated timeframe for the unit.**

We will be starting this unit on January 4th. after Christmas break. The unit will be a couple of months, ending February 29th.

**Explain your sequence of activities—why does this particular order make sense in light of your learning goals and rationale for the unit?**

I plan on starting with the familiar, we will go back to *mestizaje* from the previous unit and discuss how migration is a necessary requirement for this convergence of cultures. We will then discuss generally the movement of peoples as well as some of the major moments in Latin American migratory history.

**Family and Community Involvement:**

**Are there possible ways for you to actively involve parents in their child’s academic activities and performance, and communicate clearly with them?**

Use the students families migratory history.

Investigation into the community makeup of Worcester

What is means to be a safe haven city.

**Are there possible resources—such as guest presenters, A/V, field trips, and material artifacts—from colleagues, families, and the community for you to draw on to enhance learning?**

-Students will make maps and presentations on their families journey to the US.

-I am trying to get some ELL's who have told me their story of how they came to the US to either record, or write out their journey to the US, for our class to analyze and discuss.

**Post-Teaching Reflection**

Based on your culminating and other assessments of learning goals, analyze the extent to which students achieved your learning goals.

To what extent did different students achieve the learning goals?

What do you learn from differences in performance, or puzzling student performances (hard for you to explain), about the particular challenges of learning in this unit?

What do you learn from differences in performance about the effectiveness of your planning for the needs of different students?

What would you change to improve this plan and why?