

Spanish 3/4-IMMIGRATION: INTEGRATED GLOBAL COMPETENCIES

Content Standard(s): Communication 1.1, 1.2 Cultures 2.1, 2.2 Connections 3.1, 3.2
 Comparisons 4.1, 4.2 Communities 5.1, 5.2

Students will: express various reasons for people to migrate to the US, research & present social justice issues in Spanish speaking countries, interview recent immigrants to the US (both legal and undocumented) as well as ‘dreamers,’ determine how one qualifies for an immigrant visa or refugee status, & present themselves as a family from a Spanish speaking country who has come to the US (both how and why)

Language Objective: extensive immigration vocabulary, preterite vs imperfect, present and past perfect, adjectival participals

Global Competency Domains

Investigate the World	Weigh Perspectives	Communicate Ideas	Take Action	Apply Disciplinary/Interdisciplinary Knowledge
<p><u>Activities:</u> a) What are some social justice issues in Latin America? Research together & then individually.</p> <p>b) What is the process for obtaining an immigrant visa to the US? What makes someone an immigrant vs a refugee?</p> <p>c) For those that come to the US illegally, how do they do that? What is their journey like?</p>	<p><u>Activities:</u> a) Why do some people want to leave their home country and immigrate to the US or to other countries?</p> <p>b) How has your perspective changed after your research?</p> <p>c) Is this right? Wrong? Both? Has your research impacted, changed, or strengthened your</p>	<p><u>Activities:</u> a) Create a family from a Latin American country who wished to leave their home and then migrated to US. Present your former life and family to classmates.</p> <p>b) Your ‘family’ is going to see if any of its members are able to apply for a visa to the US. Share with classmates the outcome.</p> <p>c) Prepare questions for Francisco & Edwin, two HHS students who crossed the border illegally. They will present to us & answer your questions.</p>	<p><u>Activities:</u> a) Create a class music video for Luis Enrique’s song “Abre Tus Ojos” We will tweet it to him!</p>	<p><u>Activities:</u> a) social studies/current events</p>

<p>d) What difficulties do refugees and immigrants face once they arrive to the US?</p> <p>e) Who are the 'dreamers?'</p>	<p>previous perspectives in any way?</p> <p>d) What challenges besides just language might you face if you migrated to _____?</p> <p>e) What new perspectives do you have now after your learning and interviews?</p> <p>e) Why did Frank George's perspectives change in "30 Days: Immigration?"</p>	<p>c) Create a presentation for your classmates that explains the journey your family took (whether legal or illegal) to get to the US.</p> <p>d) Prepare questions for Laura, an immigrant from Cuba and HHS student, who will present to us!</p> <p>e) Prepare questions for HHS 'DREAMER' students!</p>		
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Resources	Teacher Reflections
<p>a) Vocabulary: in google drive folder: https://drive.google.com/folderview?id=0B5Pulw014_a_dk9FQkh6bDhBYmM&usp=sharing</p> <p>a) Reading: Niños de la calle: same google drive folder as above</p> <p>a) Documentary: Living On One (both the 8 episodes and the video blogs are GREAT!): Three college kids go to Guatemala to try and live on \$1 a day: https://www.youtube.com/user/Livingononedollar</p>	<p><u>Evidence of global competencies achieved:</u></p>

a) "Our family's former life" investigation sheets & project rubric in google drive folder
b) Investigating: Who can apply for a visa? Students look up their country, think about their individual situations they made within their families, and fill out the accompanying assignment sheet. Can we immigrate legally? (I suggesting guiding students as a whole class as they look at the sources):

<http://spanish.honduras.usembassy.gov/iv.html> (We used this as an example for all their countries...they are almost all the same and it turned out to be much easier so we could work together as a class. Scroll down and you will see the names of the different types of visas people can apply for. Do these visas fit their situations?)

http://travel.state.gov/content/dam/visas/DV-2016-Instructions-Translations/DV_2016_Instructions_Spanish.pdf (What can we learn from this source? Which countries cannot participate in immigration to US? What is the 'lottery?' How many qualify?)

Assignment sheet for students: "Visa application sheet" google drive folder:

https://drive.google.com/folderview?id=0B5Pulw014_a_dk9FQkh6bDhBYmM&usp=sharing

c) Reading: "Enrique's Journey" and "El Alto Precio" – in google drive folder

c) Movie (Netflix instant streaming): "Who is Dayani Crystal?" (1/2 docum., 1/2 movie)

c) Assignment sheet for students "Our journey to the US" in google drive folder

d) Movie: "The Good Lie" (inspired by a true story about the 'Lost Boys of Sudan' and their journey as refugees to the US)

e) Documentary: "30 Days: Immigration" (A border patrolman lives with a family made up of both legal and undocumented immigrants for 30 days): <https://vimeo.com/11155073>

c) d) & e) ESL classes! Find immigrant students in your school for class interviews

Possible Implementation Changes:

