

TOP Fellow Lesson Plan

“Understanding Migrants”

A Comparison between Germany and the United States
Tim Flanagan

Compelling Question	2
Lesson Overview	2
Content Area Standards	4
Lesson 1	6
Migrant, immigrant, asylum seeker, refugee. What do they mean and why does it matter?	6
Lesson 2	7
What is the recent migrant experience like in Germany?	7
Lesson 3	8
How has Germany’s response to migrants compared to the response in the US?	8
Lesson 4	9
What does racism have to do with immigration?	9
Summative Performance Task	10
– Argument Option (Essay or Presentation)	10
Argumentative Writing Rubric	10
Argument Planning Sheet	10
– Extension Option (Choice of Creative Format instead of Argument)	10
Taking Informed Action	10
Modifications for Differentiation	11
ATTACHMENTS/HANDOUTS	11
“Refugees, asylum seekers, immigrants, and migrants: What’s the difference?”	12
Photo Essays	14
Comparing Germany and the US	16
#MeTwo	20
Photo Essay Rubric	22

Full Name: Tim Flanagan
School Name and Full Address: Pawcatuck Middle School 40 Field Street Pawcatuck, Connecticut 06379
Preferred Email Address: tflanagan@stoningtonschools.org
Target Grade Span: Middle school (6-8)
Target Course(s): Geography
Compelling Question Why is immigration such a big deal? Supporting Question #1: Migrant, immigrant, asylum seeker, refugee. What do they mean and why does it matter? Supporting Question #2: What does the recent migrant experience look like in Germany? Supporting Question #3: How has Germany's response to migrants compared to the response in the US? Supporting Question #4: What does racism have to do with immigration?
Lesson Overview Students will read about the recent refugee crisis in Germany and its impact on the society there. They will begin learning important terms related to this topic. Next, they will view several photo essays of immigrants and refugees in Europe to get a better picture of what life is like for migrants. They will also create their own photo essay on the topic. Students will then spend several classes reading and comparing Germany's response to the refugee crisis to the response in the United States to recent immigrants. Finally, students will read about the recent #MeTwo movement in Germany which has

brought the topic of racism against immigrants and their descendants to the surface. Students will have the opportunity to interview a refugee and write an argument related to this topic.

Teacher Background Information:

Since 2015, Germany has accepted over a million migrants who have fled their countries in Africa and Asia due to war, famine, violence and other reasons. Although the number of migrants entering Germany has slowed considerably, Germany continues to deal with how to best manage this large influx of people from different cultures. There is also a growing anti-migrant movement in Germany.

In the US, immigration continues to be a controversial topic. Most recently, children have been separated from their parents while crossing the US/Mexico border seeking asylum. The US and Germany have taken very different approaches to migrants, but both countries have groups representing all sides of the issue.

Middle school students who do not have regular contact with immigrants or refugees often have a very superficial knowledge of this topic. They hear headlines and tweets and form judgments based on little factual information. This series of lessons aims to show students more of the migrants' perspective and alternative ways societies handle an influx of immigrants.

Discussing controversial issues can be difficult in the classroom. Students will have different opinions coming into this topic and heated discussions can arise. This web page has some excellent reminders for how to create a safe and respectful environment while talking about difficult topics:

<https://immigrationcurriculum.wordpress.com/teachable-moments/>

Suggested Time Frame:

12-15 class periods for lessons and guest speakers

Additional 5-10 class periods for final performance task (argument)

Materials Needed:

Copies of articles and student worksheets.

- Terminology Notes
- German Immigrant Experience Photo Essays
- The Refugee Crisis: Comparing Germany and the US
- #MeTwo Graphic Organizer
- Argument Writing Rubric
- Argument Planning Sheet

NCSS Thematic Strand(s):

People, Places, and Environments: Why do people decide to live where they do or move to other places?

Culture: How does cultural diffusion occur within and across communities, regions, and nations?

Global Connections: What influence has increasing global interdependence had on patterns of international migration? How should people and societies balance global connectedness with local needs?

Content Area Standards

INQ 6–8.10

Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

GEO 6–7.3

Explain how cultural patterns and economic decisions influence environments and the daily lives of people.

Movements of People

1. Analyze the migration of people within and beyond a region. 2. Evaluate the impact of immigration on the political, social, and economic conditions of a region.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

C3 Framework Indicators:

D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Outcomes for Student Learning:

Students will:

- Understand key vocabulary such as migrant, immigrant, asylum, refugee.
- Explain the experience of a migrant entering Germany.

- Compare the German and US governments' responses to dealing with an influx of migrants.
- Understand that immigrants and their descendants may face challenges, such as racism, for generations.
- Research and support an argument relating to immigration.
- Gain a deeper understanding of the "human face" of migration.

Germany-related Learning Goals:

Students will:

- Understand the reasons why migrants have entered Germany and where they are coming from.
- Explain the experience of a migrant entering Germany.
- Compare the German and US governments' responses to dealing with an influx of migrants.
- Retell a personal story of an immigrant to Germany.
- Describe the challenges migrants face in Germany.
- Name organizations that are working with migrants in Germany.
- Use their knowledge of immigration in Germany to compare it to an immigration-related issue in their own community.

Compelling Question:

Why is immigration such a big deal?

Introductory Activity/Hook:

Think of a situation you have experienced as a newcomer. It might be going to a new school, moving to a new neighborhood, traveling to a place where you did not speak the language, joining a club or team for the first time, etc. Write down how you felt being a newcomer and who or what may have helped you or prevented you from feeling welcome.

Lesson 1

Supporting Question #1:

Migrant, immigrant, asylum seeker, refugee. What do they mean and why does it matter?

Formative Performance Task #1:

Students will read and annotate one of three articles that explain the terms above. They will meet in discussion groups to share what they have learned and gather more information. They will then respond in writing to the following prompt:

Do you think it's important to use the correct terms when talking about this issue? Explain.

Featured Sources #1:

"Refugees, Asylum Seekers, Immigrants, and Migrants: What's the Difference?"

International Rescue Committee (IRC), International Rescue Committee (IRC), 22 June 2018,

www.rescue.org/article/refugees-asylum-seekers-immigrants-and-migrants-whats-difference.

Travis, Alan. "Migrants, Refugees and Asylum Seekers: What's the Difference?" *The Guardian*, Guardian News and Media, 28 Aug. 2015,

www.theguardian.com/world/2015/aug/28/migrants-refugees-and-asylum-seekers-whats-the-difference.

Vore, Adrian. "'Immigrant' vs. 'Migrant'; What's the Difference?"

Sandiegouniontribune.com, 24 Aug. 2016,

www.sandiegouniontribune.com/opinion/readers-rep/sdut-immigrant-migranr-un-documented-europe-syria-2015sep25-story.html.

Student sheet: Terminology Notes

Lesson 2

Supporting Question #2:

What is the recent migrant experience like in Germany?

Formative Performance Task #2:

Students will view three photo essays that portray different aspects of the refugee/migrant experience in Germany since 2015. They will complete the attached graphic organizer while viewing the photos and reading the captions. When they are finished with the graphic organizer and have discussed it with the class, they will complete the following task:

- Create a photo essay with 5-10 photos to portray an aspect of the refugee experience either in Europe or the United States. Include captions and citations with each photo. Your photo essay can be created on a presentation tool such as Google Slides, PowerPoint, Haiku Deck, etc. (More detailed directions are on the handout.)

Featured Sources #2:

Bajekal, Naina. "Meet the German Families That Opened Their Homes to Refugees." *Time*, Time, 15 Oct. 2015, time.com/4052217/europe-refugee-migrant-germany-photos/.

Cooke, Phoebe. "How Refugees Are Settling into Germany, Two Years on | DW | 30.08.2017." *DW.COM*, Deutsche Welle, 30 Aug. 2017, <https://p.dw.com/p/2iyBk>.

Sean Gallup. "Daily Life of Refugees in Germany – in Pictures." *The Guardian*, Guardian News and Media, 12 Oct. 2015, www.theguardian.com/world/gallery/2015/oct/12/daily-life-of-refugees-in-germany-in-pictures.

Germani, Elio. "In Pictures: For 'the Dispossessed,' a Safe Loneliness in Germany." *POLITICO*, POLITICO, 25 Sept. 2017, www.politico.eu/interactive/in-pictures-for-the-dispossessed-a-safe-loneliness-in-germany/.

Student sheet: German Immigrant Experience

Lesson 3

Supporting Question #3:

How has Germany's response to migrants compared to the response in the US?

Formative Performance Task #3:

Students will read and respond to the article “Germany’s Ongoing Project to Welcome Its Refugees” from Spiegel Online with a jigsaw activity. Students will work in groups and use a graphic organizer to take notes on one section of the article. Each group will report out on the section of the article they read. Students will then read a companion article, “How Many Refugees Did the US Let In Last Year?” from KQED News and compare Germany’s response to the refugee crisis to the response in the US. Students can read the blog posts below for additional perspectives from migrants in Germany, and the teacher can set up a Skype interview with a migrant in Germany through the website below.

Featured Sources #3:

Djahangard, Susan, et al. “Integration by the Numbers: Germany’s Ongoing Project to Welcome Its Refugees - SPIEGEL ONLINE - International.” *SPIEGEL ONLINE*, SPIEGEL ONLINE, 12 May 2017, www.spiegel.de/international/germany/integrating-refugees-in-germany-an-update-a-1147053.html.

Flanagan, Tim. “A Powerful Lesson from Students.” *The Alternate Route*, 7 July 2018, tflanagan.us/yearabroad/2018/07/07/a-powerful-lesson-from-students/.

Flanagan, Tim. “The Living Room.” *The Alternate Route*, 16 July 2018, tflanagan.us/yearabroad/2018/07/16/the-living-room/.

Green, Matthew. “MAP: How Many Refugees Did The U.S. Let In Last Year?” *KQED*, 4 Feb. 2017, www.kqed.org/lowdown/25446/who-are-the-refugees-living-in-america-today.

Skype interview with a migrant in Germany (can be set up through Welcome In! - <http://www.welcome-in.org/>) or another organization.

Student sheet: The Refugee Crisis - Comparing Germany and the US

Lesson 4

Supporting Question #4:

What does racism have to do with immigration?

Formative Performance Task #4:

Students will read or listen the attached three reports about the #MeTwo movement in Germany. This can be done jigsaw style, with small groups reading one article and reporting out on it. Each group will complete the graphic organizer for their article before sharing.

As a formative performance task, students should respond to the following prompt:

- Write a paragraph from the point of view of one of the people mentioned in one of the articles. Start with a quote from the article and expand upon it with your ideas of what that person might be experiencing, how they feel about it, and how they might respond in the future.

Featured Sources #4:

"Germany Gripped by #MeTwo Racism Debate." *BBC News*, BBC, 30 July 2018, www.bbc.com/news/world-europe-45006340.

Nicholson, Esme. "Minorities In Germany Are Sounding Off Against Racism With #MeTwo Hashtag." *NPR*, NPR, 20 Aug. 2018, www.npr.org/2018/08/20/640141245/germans-with-migrant-backgrounds-take-to-twitter-to-share-stories.

Schumacher, Elizabeth. "#MeTwo: Germany Shares Stories of Everyday Racism | DW | 26.07.2018." *DW.COM*, Deutsche Welle, 26 July 2018, <https://p.dw.com/p/329J9>.

Student sheet: #MeTwo Graphic Organizer

Summative Performance Task

– Argument Option (Essay or Presentation)

Construct a written multi-paragraph argument that answers the compelling question, "Why is immigration such a big deal?"

Address ONE of the topics below in your argument. Include a claim and relevant evidence from specific sources. Acknowledge the opposing view and provide counterclaims.

- *Migrants are (better off/worse off) in Germany than in the US.*
- *Governments should provide (more/less) services to refugees and migrants.*
- *Immigrants (should/should not) fully assimilate into their new culture rather than trying to maintain their traditional culture.*
- *Refugees face many challenges both before, during, and after leaving their country of origin. Describe the challenges and choose one that you think is the most difficult. Use details and examples from several sources.*

Summative Performance Task

– Extension Option (Choice of Creative Format instead of Argument)

Interview an immigrant or refugee.

Design a questionnaire and research possible sources for finding immigrants or refugees to interview in your community. Some ideas include: family members, students in your school, a local agency that works with immigrants or refugees, places of worship, a community college or university, the local library, local ethnic restaurants, places that offer English language classes, etc.

If possible, interview your subject in person with a classmate. Record the interview, take notes, and take pictures, but ask permission first. Consider interviewing an entire family to get children's perspectives on their lives after migrating.

Report your findings to the class in a written summary or visual presentation such as a slideshow or video.

Taking Informed Action

Students will apply what they have learned to an immigration-related issue in their community.

Understand

Research one issue related to immigration in your community (school, town, state, region). Some possible topics to consider:

- Are there recent immigrants or refugees living near you? How did they arrive here? What support do they receive?
- Children have been separated from their parents after crossing the US/Mexico border. Many have been housed in centers around the country. Are there any near where you live? Why has this happened? What is being done about it?
- Are there discussions in your area about the issue of accepting refugees and/or immigrants to your state? What are the different sides to this issue?
- What do your local representatives say about immigration?
- Have schools in your area been affected by new immigrants or refugees?

Assess

Examine the pros and cons of the issue you chose to research. What does each side say about the issue? What have been the benefits to your community? What have been the disadvantages to your community?

Act

Share your findings about the topic and publish them on a public platform. Here are some ideas:

- Write a letter to the editor of your local newspaper.
- Make a website sharing what you have learned and publicize it through social media.

- Create an Instagram account and publish a series of photos and comments that educate others about this topic.
- Start a fundraiser to support an organization that works with immigrants and refugees.
- Create a graphic using a website such as Canva to publicize your issue and express an opinion.

Modifications for Differentiation

The articles that go with each lesson have been chosen to reflect a variety of reading levels. The readings and discussions can be done in mixed ability groups or in groups based on reading ability.

Teachers can pre-teach important vocabulary, provide copies of notes for students who need them, and provide other support as needed.

Alternative articles related to the same topics can be used from sites like *Newsela*, *Junior Scholastic*, *Time for Kids*, *Listenwise*, *DOGO News*, and others. These can be used for students who need more challenging material as well as for those who need lower-level reading material.

ATTACHMENTS/HANDOUTS

(see below)

Name _____ Date _____ Class _____

“Refugees, asylum seekers, immigrants, and migrants: What’s the difference?”

You will be given one of the articles listed on the back to read with a partner. Read and annotate the article and then answer the questions below. When you finish, you will compare your notes to groups who read the other articles and add any additional information you need.

What are some reasons people leave their country of origin? (If your article does not answer this question, make an educated guess.)

Term	Definition	Example
refugee		
refugee status		
asylum seeker		
immigrant		
migrant		
(additional terms for you to add)		

Discuss the following questions with your group.

<p>Which term is the broadest term (includes the most people)?</p> <p>What is the difference between a refugee and an asylum seeker?</p> <p>What is the difference between a refugee and an immigrant?</p>
--

Which term is the broadest term (includes the most people)?
What is the difference between a refugee and an asylum seeker?
What is the difference between a refugee and an immigrant?

Do you think it's important to use the correct terms when talking about this issue? Explain.

Do you think it's important to use the correct terms when talking about this issue? Explain.

“Refugees, Asylum Seekers, Immigrants, and Migrants: What's the Difference?” *International Rescue Committee (IRC)*, International Rescue Committee (IRC), 22 June 2018, www.rescue.org/article/refugees-asylum-seekers-immigrants-and-migrants-whats-difference.

Travis, Alan. "Migrants, Refugees and Asylum Seekers: What's the Difference?" *The Guardian*, Guardian News and Media, 28 Aug. 2015,
www.theguardian.com/world/2015/aug/28/migrants-refugees-and-asylum-seekers-whats-the-difference.

Vore, Adrian. "'Immigrant' vs. 'Migrant'; What's the Difference?" *Sandiegouniontribune.com*, 24 Aug. 2016, www.sandiegouniontribune.com/opinion/readers-rep/sdut-immigrant-migranr-undocumented-europe-syria-2015sep25-story.html.

Name _____ Date _____ Class _____

German Immigrant Experience

Photo Essays

As you view each photo essay, take notes on the following topics.

What was surprising?	What was interesting?
What was troubling?	Questions
Case Study Record the details about one of the people featured in a photo essay.	

More Ideas to Consider

Positive experiences and benefits

Negative experiences and challenges

Performance Task: Create your own photo essay

1. Choose a focus for your photo essay:
 - a. Child refugees in Germany
 - b. Refugees from Africa to Europe
 - c. Migrants crossing the US/Mexico border
 - d. Choose your own focus.
2. Find 5-10 images to fit your topic. This will require looking at dozens or hundreds of images and choosing the ones that best convey the story you are telling. Remember, you are creating a photo essay from other photos, not just copying an existing photo essay.
3. Choose images that fit together and convey the message you want to send. Some tips:
 - a. Stick with black and white or color; best not to mix both.
 - b. Focus on an emotion you want to convey. How do you want the viewer to feel?
 - c. Think carefully about the order of your photos. Put them in an order that most effectively tells the story.
 - d. Consider a variety of angles: close-ups, portraits, wide views of a scene, small detail shots, an action shot.
4. Include a slide explaining your choices.
5. Identify the photographer and/or source on each slide or on a separate slide at the end.

Sources:

Bajekal, Naina. "Meet the German Families That Opened Their Homes to Refugees." *Time*, Time, 15 Oct. 2015, time.com/4052217/europe-refugee-migrant-germany-photos/.

Cooke, Phoebe. "How Refugees Are Settling into Germany, Two Years on | DW | 30.08.2017." *DW.COM*, Deutsche Welle, 30 Aug. 2017, <https://p.dw.com/p/2iyBk>.

Sean Gallup. "Daily Life of Refugees in Germany – in Pictures." *The Guardian*, Guardian News and Media, 12 Oct. 2015, www.theguardian.com/world/gallery/2015/oct/12/daily-life-of-refugees-in-germany-in-pictures.

Germani, Elio. "In Pictures: For 'the Dispossessed,' a Safe Loneliness in Germany." *POLITICO*, POLITICO, 25 Sept. 2017, www.politico.eu/interactive/in-pictures-for-the-dispossessed-a-safe-loneliness-in-germany/.

Name _____ Date _____ Class _____

The Refugee Crisis

Comparing Germany and the US

- I. You will be given one section of the article, “Integration by the Numbers: Germany's Ongoing Project to Welcome Its Refugees” to read with a group. Take notes on your section and become an expert on it. You will teach your section to students who have not read it. We will read the first section of the article together.

	What is going well	What isn't going well
Living		
German		

	What is going well	What isn't going well
Work		
School		

- II. Practice explaining your section to each other before moving back to your original group. When you are ready, return to your group and explain your section to them. Listen and take notes on each section that your group members share with you.

- III. Next, we will read and discuss the article and map, “MAP: How Many Refugees Did The U.S. Let In Last Year?”

What was surprising?	What was interesting?
What was troubling?	Questions

For more perspectives from immigrants and refugees in Germany, read the blog posts cited on the back of this sheet.

Performance Task

Write two or more paragraphs responding to the following:

- a. Has Germany's attempt to integrate refugees into German society been successful?
- b. How does Germany's response to the refugee crisis compare the response in the United States? Why might each country be responding differently?

Sources:

Djahangard, Susan, et al. "Integration by the Numbers: Germany's Ongoing Project to Welcome Its Refugees - SPIEGEL ONLINE - International." *SPIEGEL ONLINE*, SPIEGEL ONLINE, 12 May 2017, www.spiegel.de/international/germany/integrating-refugees-in-germany-an-update-a-1147053.html.

Flanagan, Tim. "A Powerful Lesson from Students." *The Alternate Route*, 7 July 2018, tflanagan.us/yearabroad/2018/07/07/a-powerful-lesson-from-students/.

Flanagan, Tim. "The Living Room." *The Alternate Route*, 16 July 2018, tflanagan.us/yearabroad/2018/07/16/the-living-room/.

Green, Matthew. "MAP: How Many Refugees Did The U.S. Let In Last Year?" *KQED*, 4 Feb. 2017, www.kqed.org/lowdown/25446/who-are-the-refugees-living-in-america-today.

Name _____ Date _____ Class _____

#MeTwo

Graphic Organizer

As you read or listen to your article, take notes on the following topics.

What was surprising?	What was interesting?
What was troubling?	Questions
Vocabulary Write key words from the article and their definitions. Be ready to explain the words to your group.	

More Ideas to Consider

Discuss the following with your group when you have finished taking notes.

1. Share what you learned from your article.
2. Does this or something similar happen in the US? In our town? In our school?
3. "I have two hearts, one German and one Turkish." Why do you think so many people could relate to this statement from Mesut Özil?
4. What are your ideas for combating stereotypes and racism?

Performance Task

Write a paragraph from the point of view of one of the people mentioned in one of the articles. Start with a quote from the article and expand upon it with your ideas of what that person might be experiencing, how they feel about it, and how they might respond in the future.

Sources:

"Germany Gripped by #MeTwo Racism Debate." *BBC News*, BBC, 30 July 2018, www.bbc.com/news/world-europe-45006340.

Nicholson, Esme. "Minorities In Germany Are Sounding Off Against Racism With #MeTwo Hashtag." *NPR*, NPR, 20 Aug. 2018, www.npr.org/2018/08/20/640141245/germans-with-migrant-backgrounds-take-to-twitter-to-share-stories.

Schumacher, Elizabeth. "#MeTwo: Germany Shares Stories of Everyday Racism | DW | 26.07.2018." *DW.COM*, Deutsche Welle, 26 July 2018, <https://p.dw.com/p/329J9>.

Name _____ Date _____

Photo Essay Rubric

Photos and Story <ul style="list-style-type: none"><input type="checkbox"/> Images connect around a common message/topic<input type="checkbox"/> Chose a variety of types of images<input type="checkbox"/> Powerful images chosen to convey the feeling/message<input type="checkbox"/> Order of images is effective in telling a story<input type="checkbox"/> Images are clear and fit well on the slide<input type="checkbox"/> Optional: May include captions with photos	/10
Reflection <ul style="list-style-type: none"><input type="checkbox"/> Thoughtful reflection and explanation of why photos were chosen<input type="checkbox"/> Conveys new learning and deep thinking about the topic<input type="checkbox"/> Written in paragraph format<input type="checkbox"/> Used correct spelling and punctuation	/5
Basics <ul style="list-style-type: none"><input type="checkbox"/> Included a title slide<input type="checkbox"/> Included 5-10 images<input type="checkbox"/> Used a variety of sources<input type="checkbox"/> Identified the sources of images with hyperlinks	/5
Total	/20