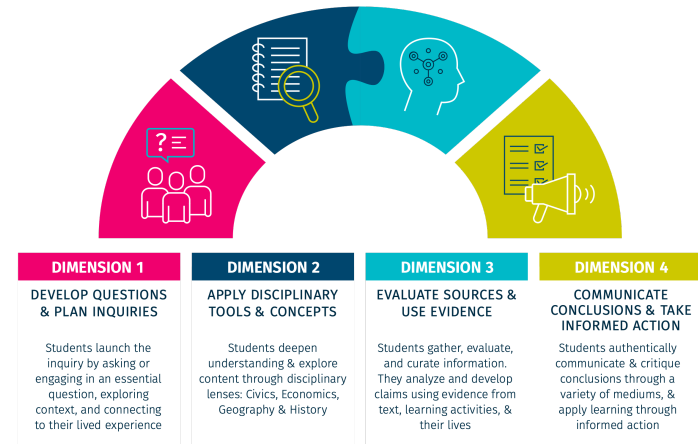


# Welcoming Newcomers

## Mini-Inquiry

### Grades 6-8



**Essential Question: Why do we study the past, present, and future of human rights?**

**Pregunta Esencial: ¿Por qué estudiamos el pasado, presente y futuro de los derechos humanos?**

This mini-inquiry outline provides teacher-facing instructions and resources to use with students to explore the essential question.

| Dimension 1   | Dimension 2  | Dimension 3   | Dimension 4  |
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| <b>Develop Questions &amp; Plan Inquiries</b><br><br><i>To begin the mini-inquiry, unpack the Essential Question with students and give students an opportunity to share their initial thoughts based on their identities and lived experience and ask questions.</i> | <b>Apply Disciplinary Tools &amp; Concepts</b><br><br><i>Engage students in deepening their understandings by exploring content through disciplinary lenses: Civics, Economics, Geography &amp; History.</i> | <b>Evaluate Sources &amp; Use Evidence</b><br><br><i>Next, have students gather, evaluate, and curate information. Support students in analyzing and developing claims to address the Essential Question using evidence from text, learning activities &amp; their lives.</i> | <b>Communicate Conclusions &amp; Take Informed Action</b><br><br><i>Provide opportunities for students to authentically communicate &amp; critique conclusions through a variety of mediums, &amp; apply learning through informed action.</i> |

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| <p>1. Ask students to write their initial ideas about the Essential Question: “Why do we study the past, present, and future of human rights?” as it relates to newcomers arriving in Chicago.</p> <p>2. Consider using <a href="#">Question Storming, Lesson 0 Day 3, Part 1 (TFG)</a> with the sources below as the Question Focus for question storming:</p> <ul style="list-style-type: none"> <li>• <a href="#">Data on new arrivals to Chicago</a>. This webpage includes: <ul style="list-style-type: none"> <li>○ Number of new arrivals and minors in Chicago shelters and staging areas</li> <li>○ Map of new arrival sites</li> <li>○ New arrival housing census</li> </ul> </li> <li>• <a href="#">“The stars of the high school concert? A rock band of migrant teens.”</a> <ul style="list-style-type: none"> <li>○ This is a beautiful piece about some of our Chicago Public Schools students. Consider using an excerpt from this article to support students in engaging in a question storming process.</li> </ul> </li> </ul> | <p>As students read the sources in Dimension 2 that can deepen their <a href="#">understanding of the significance of events and their connections in broader historical contexts</a>, consider asking students to record questions that they have about each source and engage in the <b>Two Minute Interview Routine</b> on page 10 of the <a href="#">Skyline Procedures, Routines, and Goal Setting Document</a> discuss their questions about the sources.</p> <p><b>Sources for D2 Content Learning and Analysis</b></p> <ul style="list-style-type: none"> <li>• <a href="#">“What makes Chicago a welcoming city?”</a> <i>Southside Weekly</i>. Nov. 2, 2022. <ul style="list-style-type: none"> <li>○ Senior Policy Counsel at IL Coalition for Immigrant and Refugee Rights pushes back against the use of the term ‘sanctuary city’ which he argues is “dangerously misleading.”</li> <li>○ Consider having your students examine and discuss the concept of a sanctuary city.</li> </ul> </li> <li>• <a href="#">“Migration.”</a> British Broadcasting Company. Bitesize. <ul style="list-style-type: none"> <li>○ Defines &amp; gives examples of push and pull factors.</li> </ul> </li> </ul> | <p>After reading and discussing the sources in Dimension 2, consider giving students time to further analyze the sources using the <a href="#">SHEG Historical Thinking Chart - English &amp; Spanish</a> and gather evidence that helps them make a claim about the Essential Question.</p> <p>Additionally, students can evaluate the primary and secondary sources below with the historical thinking chart.</p> <ul style="list-style-type: none"> <li>• <a href="#">Executive Order 85-1</a>. Mayor Harold Washington, May 7, 1985. <ul style="list-style-type: none"> <li>○ In this executive order, Mayor Harold Washington declared Chicago a sanctuary city.</li> <li>○ Consider having your students examine the power of city government and examine how this order impacted the lives of migrants in Chicago.</li> </ul> </li> </ul> <p>The sources below include information about how organizations in Chicago are supporting newcomers and can support students as they consider how to take informed action in Dimension 4.</p> <ul style="list-style-type: none"> <li>• <a href="#">“The movement behind sanctuary contract wins.”</a> <ul style="list-style-type: none"> <li>○ “Now that we have these important protections in our contract we must continue to</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Consider using the <b>Connect, Extend, and Challenge Protocol</b> as a <a href="#">metacognitive tool</a> to revisit the essential question before students communicate their conclusions.</li> <li>• Invite students to share how they would like to communicate their conclusions and use what they’ve learned in this mini inquiry to take informed action.</li> </ul> <p><b>Possibilities:</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate Conclusions</b> <a href="#">Examine Who We Are with Storycorps</a>: Share Storycorps interview questions with students and encourage them to ask important people in their lives about their experiences related to the essential question. These interviews can be shared with the public through Storycorps.</li> <li>• <b>Take Informed Action</b></li> </ul> |
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|  | <ul style="list-style-type: none"> <li>○ Consider having your students discuss the push and pull factors contributing to migration to Chicago. Which are stronger? The push or pull factors?</li> </ul> | <p>push the work forward. To begin, think about how you can make your school more welcoming.”</p> <ul style="list-style-type: none"> <li>○ “Are there signs, banners, bulletin boards, art in your school that make immigrant students and their families feel welcome?”</li> <li>○ Consider asking students how they could make their school more welcoming for migrants.</li> <li>● <a href="#">“How to Help Migrants in Chicago As Winter Approaches.”</a> <i>Block Club Chicago</i>. Oct. 13, 2023. <ul style="list-style-type: none"> <li>○ These organizations are providing aid to migrants.</li> </ul> </li> <li>● <a href="#">One Warm Coat.</a> <ul style="list-style-type: none"> <li>○ Several nonprofit organizations are teaming up to collect coats for migrants...Chicago-area residents can find drop-off locations for gently worn coats in <a href="#">this link</a>.</li> </ul> </li> </ul> | <p>Consider using p. 17-30 in the <a href="#">CPS Inquiry to Action Framework</a> to guide your students through the process of taking action.</p> <p>Additional Resources to support your students as they make decisions about taking action:</p> <ul style="list-style-type: none"> <li>○ <a href="#">Tips on Writing to Your Elected Officials</a>. ACLU.</li> <li>○ <a href="#">Designing Community Call to Action Questions</a></li> <li>○ <a href="#">Collective Action Toolkit / Manual de Acción Colectiva.</a></li> </ul> |
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