

# PIER Summer Institutes 2014 Lesson Plan for Classroom Teachers

Based on the SEED Common Core of Teaching (CCT) Rubric for Effective Teaching

**Title of Lesson:** USA Border Crisis and the Deportation of Minors to Central America: A Child Portrait of the “American Dream”

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ELD (English Language Development) Course

Intermediate Level – Grades 10-12

Time frame: approximately 2 weeks

**Introduction:** Students will use print, oral and digital technologies to create and present their perspectives on the actual crisis of USA deportation of minors from Central America who entered the country illegally. They will specifically express their conceptual understanding of the political and human behavior of this crisis, and the impact of this crisis on the discourse of the “American Dream” from multiple points of view.

**Geographic Connections:** Related to Global Cultural Themes (C3)

- **D4.3.9-12.** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of 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).
- **D4.6.9-12.** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**Vocabulary:** immigration, “America Dream” concept, border patrol, Latin America, legal and illegal migration, minor, adult, persuasive, manipulate, appeal, impact, perspective, point of view, first and second source of information, civil right, behavior, oppression, violence, opportunity, social justice, equity, morality

**Content Standards:**

- **CCSS.ELA-Literacy.RH.11-12.7**  
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

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**Essential Question:** To what extent does USA remain true to its claim of justice and opportunity for all?

**Literacy through the Content Area:** Use speaking, listening, reading and writing strategies for second language learners.

See CT standards for ESL.

**Placement of Lesson within Broader Curriculum/Context:** The main goal of the lesson is to teach language through content area. The lesson will provide opportunities for differentiating and reinforcing concepts and ideas developed in Social Studies class, particularly any unit related to the history of Latin America or the intervention of USA in Latin America.

**Learner Background:** The lesson requires:

- \* a foundational understanding of the social, political and economic reality of Latin America.
- \* a foundational knowledge of the causes and effects of Latin American immigration to the USA.
- \* a foundational knowledge of the cultural and geographical (geopolitical) ties of USA to Latin America.

**Objective for Lesson:** Through a variety of readings, discussions and technology uses, students should be able to examine the illegal immigration of minors into the USA from different perspectives.

**Integration of 21st century skills:** Students will integrate 21<sup>st</sup> century skills:

- \*through the use of technology to create and present different findings
- \*to examine and evaluate multiple perspectives
- \*to actively and respectfully listen to different points of views
- \*to clearly and effectively express an opinion
- \*to become a global oriented citizen

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### Assessments:

Formative Assessments	Summative Assessments
Whole and small group discussion Class participation Reading summaries Journal entries Maps – to identify countries and boundaries Quizzes	<i>Final project:</i> an artifact (song, poem, story, comic strip, slideshow, power point, political cartoon, a video, art piece, etc.) that depicts the deportation of minors from Central America who entered the country illegally from different perspectives. Use a department or district rubric for assessment.

### Materials/Resources:

Everett Hoagland, “‘Illegal’ Immigrants & Legal Inhumanity,” [oasttoday.com/daily/05-06/05-04-06/02opinion.htm](http://oasttoday.com/daily/05-06/05-04-06/02opinion.htm)

Film: *Americano as Apple Pie: The Latino Experience in America*

Articles somehow related to the objective of the lesson of the lesson. Examples of English-language newspapers to peruse include but are not limited to the [New York Times](#), [Los Angeles Times](#), [NACLA Report on the Americas](#), [Latin American Perspectives](#), etc.

### Lesson Development/Instructional Strategies

- \* Greetings. Read and discuss lesson’s objectives and essential question with class.
- \* Warm up activity – daily journal entry/share about related prompts
- \* Complete a KWL about Latin America geography and history. (small group activity).
- \* Students draw pictures of what does the “American Dream” means to them-individual work
- \* Discuss vocabulary words. (small and whole class discussion).
- \* Complete and summarize the readings. Take notes. (small and whole class discussion).
- \* Watch and discuss the film. Complete the viewing guide. (small and whole class discussion).

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- \* Students choose a country and research its unique social, political and economic situation (Honduras, Guatemala, El Salvador, etc.) – team work (no more than 3 students/per group)
- \* Students use their notes and chapter summaries to create and present their final project.

### Students Needing Differentiated Instruction:

How will you differentiate instruction in this lesson for students you may anticipate struggling with the content/learning objectives?

Extra time to complete task, peer tutoring, use of templates, modeling, sentence frames, vocabulary flash cards, use of non-linguistic representations, one-on-one instruction, after school help, use of support services.

How will you provide opportunities for enrichment/higher level of challenge for students?

**Extension/Challenge:** You have been hired as a legal expert to help with this crisis by a given family. The family has been donated an unlimited amount of money to take their case to the court. Create a power point presentation to present your case.