



Human Migration



Developing Beginning English Language Learners' Strategies and Stamina for Academic Success in English

Introduction

The three units developed for New York City teachers and immigrant middle and high school students at the beginning to early intermediate levels of English as a Second Language (ESL) have as their goal to prepare students for intellectual inclusion and success in school from the very beginning of their education in US schools. The materials, developed by a team of ESL experts that link several institutions, present a two-pronged approach to the development of students: 1) their strategic development to be able to face texts –oral, written, visual- beyond their competence focusing on specifics and 2) a focus on interaction as pivotal for language development. Adolescent ELL's must have opportunities to both navigate texts tolerating ambiguity with a clear focus and to develop the language competencies needed to engage in the disciplinary practices described in the Common Core State Standards. To do so, the three units, each containing three lessons, focus on developing the metacognitive and metalinguistic practices with thematic connections that spiral and increasingly deepen ELLs ability to monitor and develop their language and content learning, including learning and using strategies for reading, writing, listening, and speaking from the very beginning. Throughout the lessons, teachers are provided with options for differential levels of scaffolding, including information about structuring tasks for maximal, moderate, and minimal levels of scaffolding.

Standards-based Units

The three units are designed to apprentice students into the disciplinary practices of reading, writing, listening, and speaking described in the New York ELA and Literacy in History/Social Students Common Core Standards, with a focus on informational text. The units begin with the New York State Department of Education (NYSDE) English as a Second Language Standards for Intermediate and Commencement and move students towards the Common Core State Standards for ELA and Literacy at 8th-10th grade over the nine weeks of instruction. Grade 8 standards represent a pivotal moment for high school beginning ELLs. If students can demonstrate the disciplinary practices described for selected informational reading, listening and speaking, and writing at this level, they will be well positioned for success. If the curriculum is used in grades 6 or 7, the applicable CCSS standards should be used. Table 1 identifies the relevant ESL and ELA and Literacy Standards that are developed and deepened over the three units.

English as a Second Language Standards and Performance Indicators	→	Common Core Standards in ELA and History/Social Studies
<p>Standard 1: Students listen, speak, read, and write in English for information and understanding:</p> <p>Performance Indicators:</p> <ol style="list-style-type: none"> 1. Identify and use reading and listening strategies to make text comprehensible. 2. Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic and content areas from various sources. 3. Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning. 4. Present information clearly in a variety of oral and written forms for different audiences and purposes related to all content areas. 5. Convey and organize information, using facts, illustrative examples, and a variety of patterns and structures. 6. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. 7. Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, synthesize, and present information. 8. Consult print and non-print resources in the native language when needed. 9. Apply learning strategies to acquire information and make texts comprehensible and meaningful. 		<ol style="list-style-type: none"> 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Cite specific textual evidence to support analysis of primary and secondary sources. 3. Integrate visual information with other information in print and digital text. 4. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. 5. Analyze how a text makes connections among and between individuals, ideas, events. 6. Write informative/explanatory texts to examine a topic, convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 7. Engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly. 8. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

<p>Standard 4: Students will listen, speak, and write in English for classroom and social interaction</p> <ol style="list-style-type: none"> 1. Request and provide information and assistance orally or in writing, for personal, social, and academic purposes. 2. Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, and community and academic topics. 3. Understand and use a variety of context-specific oral communication strategies in American English for a range of personal and academic purposes. 4. Follow oral and written directions to participate in classroom activities, and provide directions to peers in selected interactions. 5. Negotiate and manage interactions to accomplish social and academic tasks. 6. Apply self-monitoring and self-correcting strategies in social and classroom interactions. 		
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Unit Descriptions

The first unit, *Families, Schools, and Communities* was developed by Professor Guadalupe Valdés, the Bonnie Katz Tenenbaum Professor of Education at Stanford University, Amanda Kibler at the University of Virginia, and Maneka Brooks at Stanford University, based on Valdés's *Include and Accelerate approach*. It emphasizes the development of students' use of metacognitive and metalinguistic strategies for reading and listening to oral and written texts. This first unit is significantly different from the other two because it introduces students to life in English in situations where interlocutors do not necessarily monitor their speech to make it more accessible to immigrant students. The development of learner skills is central here, and it is carried out with significant use of the students' family language. By the end of the first lesson, students are reading mentor texts and producing their own from these models. The initial emphasis on receptive listening and reading is designed to develop language skills fundamental to beginning and early intermediate ELLs' success in subject-area

courses. Over the next two lessons students focus on learning about US high schools, reading about school, course work, and schedule descriptions of different types of high schools. Students again use mentor texts—descriptions, schedules, and school maps—as models for developing parallel texts. The final lesson in Unit 1 focuses on communities within New York City itself. Strategies for reading and listening model uses of language which are developed and deepened within and across lessons. Each lesson engages students in learning and applying listening/reading/writing strategies to make meaning of the language and patterns in oral and written texts in order to produce oral and written texts. At the end of each day, students deliberately reflect and assess their own use of strategies.

Unit 2, *Challenges and Solutions*, developed by QTEL professional staff, under the direction of Dr. Aída Walqui, builds directly from Unit 1. In this unit, beginning to early intermediate English Language Learners continue to develop their English reading, writing, listening, and speaking skills while also expanding the metacognitive use of strategies for reading and listening introduced in Unit 1. The theme of the unit is the cultivation of robust learning dispositions. Becoming metacognitive about using these resources and others to overcome challenges and solve problems is the first step toward autonomy and success in learning. The first lesson focuses on developing metacognitive strategies for solving problems encountered as newcomers to New York City. The second lesson introduces students to the genre of biography. Students work collaboratively to read and analyze biographies about prominent Americans, both immigrants and US born, who have overcome challenges to achieve important personal and professional, and social goals. Students then engage in academic discussions with peers about the texts they have read, citing textual evidence to support their claims. The lesson culminates with students synthesizing information gained from the readings with their own observations and experiences in the production of a poster that they then present to the rest of the class. At the conclusion of the lesson, students engage in self-reflection and assessment of their own learning processes throughout the lesson. In the final lesson of the unit, students apply what they have learned in the first two lessons to write a short essay about a problem they have encountered, how they solved it, and what they learned from the experience.

Unit 3 *Human Migration*, invites beginning to early intermediate ELLs to examine concepts related to history, geography, economics and environment through a spiraling curriculum which deepens their understanding of human migration. Students build knowledge of migration via texts, maps and charts. The unit spirals and revisits key ideas such as “What is migration?” and “Why do people migrate?” At each step in the lessons, students are supported in learning academic language and practices in context and participating in linguistically rich discussions, so that they become active participants in class discussions and activities. Finally, students are able to apply newly gained knowledge to establish their own interpretations on the migrations of humans and support them with evidence.

UNIT 3

Human Migration

UNIT OVERVIEW

This unit provides a context for exploring the concept of human migration, the continuous movement of people across our globe, and its impact on the physical and human environment. It presents students with an opportunity to examine concepts related to history, geography, economics and environment through a spiraling curriculum. Initially, students build knowledge of migration via texts, maps and charts, and are then led through encounters with expository texts of increasing complexity that demonstrate individuals' experiences when migrating. These experiences include the overcoming of obstacles through resilience as well as the establishment of new networks at their temporary or permanent places of residence. In addition, the unit spirals and revisits key ideas such as "What is migration?" and "Why do people migrate?" At each step in the lessons, students are supported in learning academic language and practices in context and participate in linguistically rich discussions, so that they become active participants in class discussions and activities. Finally, students are able to apply newly gained knowledge to establish their own interpretations on the migrations of humans and support them with evidence.

New York State Common Core Reading Standards for Literacy in History/ Social Studies 6-12

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

New York State English as a Second Language Learning Standards

- Identify and use reading and listening strategies to make text comprehensible and meaningful.
- Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources.

- Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose.
- Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, synthesize, and present information.

Conceptual Practices

- Gather, use and interpret evidence on the characteristics, distribution, and migration of human populations.
- Engage in comparison and contextualization of social and political reforms as well as new ideologies in response to population shifts.
- Make sense of chronological reasoning and causation as to how shifts in population from rural to urban areas lead to social changes in class structure, family structure and the daily lives of people.

Analytical Practices

- Analyze developmentally-appropriate social studies texts (e.g., written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources) from diverse cultures and time periods with understanding.
- Identify, compare, and evaluate multiple perspectives on a given historical experience.
- Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.

Language Practices

- Comprehend text presented orally and in written form.
- Explain the meaning of a text as a whole.
- Provide explanations about how the most important points and details presented in two or more texts on the same topic compare to one another.
- Create an organization that logically categorizes or sequences ideas both orally and in writing.

Key Texts

- Excerpts from *American Mosaic: The Immigrant Experience in the Words of Those Who Lived It* by Joan Morrison (1980) University of Pittsburgh Press.
- Maps, Graphs, Charts from United Nations, Department of Economic and Social Affairs, Population Division (2013). *International Migration 2013 Wallchart* (United Nations publication, Sales No. E.13.XIII.8).

Lesson 1

Creating and Framing Questions about the Past: What is Migration?

Overview

The purpose for this lesson is for students to establish background knowledge on the concept of human migration. By examining written and visual texts on the subject, students create an initial understanding of what human migration is and key terms associated with it. Concurrently, they engage in academic discussions with partners or in small groups, identifying and citing evidence along the way. At the end of the lesson, students summarize their understandings and learnings of human migration in both written and oral form.

Lesson 2

Identifying Similarities and Differences Across Time: The Human Element in Migration

Overview

Building on the previous lesson, students learn about the experiences of various individuals who have migrated as well as develop an appreciation of primary sources. As they determine the cause effect scenarios in each case, they expand on their understandings of push and pull factors involved in migration and the impacts on both host and home countries. Finally, they begin to make connections to more present day scenarios of migration.

Lesson 3

Drawing Connections to the Present: Recording Oral Histories of Migration

Overview

Students continue to learn about the experiences of various individuals who have migrated by exploring the genres of interview and biography. Students gain an appreciation of these genres by listening to an audio recording of an interview, identifying the language utilized, and observing how the language can be transformed into a more elaborate biography. Finally, students conduct their own interview and write a biography based on the responses collected.

UNIT 3

Lesson

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Course: ESL - Social Studies

Unit 3: Human Migration

Lesson 1: Creating and Framing Questions
about the Past: What is Migration?

LESSON INTRODUCTION

The purpose for this lesson is for students to establish background knowledge on the concept of human migration. By examining written and visual texts on the subject, students create an initial understanding of what human migration is and key terms associated with it. Concurrently, they engage in academic discussions with partners or in small groups, identifying and citing evidence to demonstrate comprehension and make meaning of the text. At the end of the lesson, each group develops a Semantic Map that synthesizes their understanding of human migration and extends this understanding to their own lives.

Conceptual Practices

- * Gather, use and interpret evidence on the characteristics, distribution, and migration of human populations.

Analytical Practices

- * Analyze developmentally-appropriate social studies texts (e.g., written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources) from diverse cultures and time periods with understanding.

Language Practices

- * Comprehend text presented orally and in written form.
- * Explain the meaning of a text as a whole.

Audience

6-12th grade beginning to early intermediate ELLs

Classroom time frame

Four 50-minute periods

Key Texts

- Maps, Graphs, Charts from United Nations, Department of Economic and Social Affairs, Population Division (2013). *International Migration 2013 Wallchart* (United Nations publication, Sales No. E.13.XIII.8).

INSTRUCTIONAL SEQUENCE

Preparing Learners

- * Think Pair Share
- * Guided Image Analysis

Interacting with Texts

- * Background Reading with a Focus
 - Analyzing Images
 - Skimming and Scanning
 - Reading with a Focus
- * Data Analysis Carousel
- * Round Robin

Extending Understanding

- * Values Ranking
- * Discussing Similarities and Differences
- * Semantic Map
- * Gallery Walk

Objectives/Disciplinary Practices

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

Gather, use, and interpret evidence on the characteristics, distribution, and migration of human populations

Identify and use reading and listening strategies to make text comprehensible and meaningful

Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources

Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, synthesize, and present information

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Lesson

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Course: ESL - Social Studies

Unit 3: Human Migration

Lesson 1: Creating and Framing Questions about the Past: What is Migration?

Preparing Learners

- ✿ Think Pair Share
- ✿ Guided Image Analysis

Objectives/Disciplinary Practices

Connect students' prior relevant knowledge with key concepts

Engage effectively in a range of collaborative discussions with diverse partners

Think Pair Share

(bridging, contextualization)

This task gives students an opportunity to orally share their thoughts with a peer. This allows students to expand their knowledge of the concepts and language the task elicits by integrating information, language and concepts from another student.

Ask students each to jot down a couple of phrases in response to the following prompts (see *Handout 1.1: Think Pair Share*):

- Think about a time when you moved from one place to another.
- What were the reasons for the move?

Allow about three minutes, and then ask students to exchange their ideas with a partner. Direct students' attention to the formulaic expressions on the bottom of the handout. Read them orally and encourage students to use them, if needed. Formulaic expressions are chunks of language that a second language learner acquires as integrated, unanalyzed units. These units are generative because they make it possible for learners to enter conversations time and time again, as in the case of *I have also heard that...* or *Another idea we could add to the discussion is...*, move written text *On the other hand...*, *We could further add that...*, or start a conclusion to summarize the ideas presented... After using formulaic expressions several times, L2 learners realize that they are meaningful clusters of linguistic units, they can then analyze components, and continue their development of the L2.

Notes to Teachers: If possible pair students with the same home language. Encourage students to use their home language to jot down ideas and to discuss those ideas with a partner.

Guided Image Analysis

(bridging, contextualization)

This task will connect the topic to students' own experiences and background knowledge.

Distribute *Handout 1.2.: Guided Image Analysis*. Ask students to look at the picture depicting European immigrants arriving in New York City in the late 1800's. Review the chart, explaining each cell. Model how to complete the chart, thinking aloud as you read the question and use the formulaic expressions. Ask pairs to work together on the first column. Call on volunteers to respond, and record their responses on chart paper.

- What objects do you see?
- What people do you see?
- What actions do you see?
- What does the caption tell you?
- What questions do you have?

Provide students with formulaic expressions so that they can respond. For example,

- I see....
- The caption tells me that...
- What is ...?
- Why is ...?

As students respond, record their responses on chart paper.

Notes to Teachers: Students should be familiar with the word 'caption' from Lesson 1 of Unit Two. Remind them that captions below a picture describe what is happening and are an important source of information about the topic.

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Course: ESL - Social Studies
Unit 3: Human Migration
Lesson 1: Creating and Framing Questions about the Past: What is Migration?

Interacting with Texts

- ✱ Background Reading with a Focus
 - Analyzing Images
 - Skimming and Scanning
 - Reading with a Focus
- ✱ Data Analysis Carousel
- ✱ Round Robin

Objectives/Disciplinary Practices

Identify and use reading and listening strategies to make text comprehensible and meaningful

Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources

Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, synthesize, and present information

Background Reading with a Focus
 (schema building, metacognitive development, contextualization)

This task connects the topic to students’ own experiences and background knowledge while also requiring them to read with a specific purpose in mind.

Analyzing Images

Distribute *Handout 1.3: Human Migration: Background Reading* and ask students in pairs to preview the text by examining the subtitle and the image with caption on page 15. Provide students with the following guidelines to analyze the image. Begin by modeling with the first two guidelines:

Guidelines	Formulaic Expressions
What objects do you see?	<i>I see....</i>
What people do you see?	<i>I see....</i>
What actions do you see?	<i>I see....</i>
What does the caption tell you?	<i>The caption tells me that...</i>
What questions do you have?	<i>What is ...?</i> <i>Why is ...?</i>

After they have discussed the image, ask the pairs to record their analysis of the image in the textbox next to the image.

Minimal scaffolding: Give students the *Handout 1.4: Image Analysis Chart* for them to record their answers.

Moderate scaffolding: Ask groups to focus on one or two questions. Chart answers so that the whole class can participate.

Maximal scaffolding: Complete the chart as a class. Students should be familiar with the word ‘caption’ from Lesson 1 of Unit Two. Remind them that captions below a picture describe what is happening and are an important source of information about the topic.

Skimming and Scanning

Review the handout *Reading Strategies Card* used in Units One and Two, reading the strategies aloud. Tell students to review the cards as a group and discuss when they have used one or both strategies. Project the article *Handout 1.3: Human Migration: Background Reading*, focus on the first section (p.15). Show that the text is composed of parts. The goal is to make sure that students review and apply strategy one, skimming a text.

Review skimming the parts of a text to help understand what reading is about. Point out that title tells the reader a lot about a reading’s topic. Draw students’ attention to the subheadings. Ask students to predict what the paragraph following a subheading will be about.

Remind students that the next step is to scan or look for information without reading every word. Review this strategy. Now apply it to the article using a think aloud strategy. For example, you might say:

The title tells me that I will be reading about human migration.

The text has three paragraphs. I see a word that looks like “inmigración.”

Reading with a Focus

Explain and model the activity for your students. Read aloud the guiding question “*What is human migration?*”, and then read aloud the first section while students follow along on their handouts. Stop and think aloud through the process while keeping in mind the guiding question.

After your reading aloud of the section is completed, fill out the box on the bottom right of the section using the embedded formulaic expression. For example, you might say:

One important idea we understand about migration and immigration from this section is that people migrate for a variety of reasons. Some people migrate to find work while others to escape danger.

Model writing up the response and ask students for other responses.

Then invite students to help you draw an image or symbol that represents an understanding of the text. For example, it may be *a family fleeing war and destruction*. Draw the image or symbol in the box on the bottom left of the section.

Continue with the two subsequent sections of background reading, *Why do people immigrate?* (p.17) and *What happens when immigrants arrive in a new country?* (p.18), one at a time. Ask students in pairs, to first analyze the image, then to skim and scan the section, and finally to read with a focus while recording their responses and images in the boxes at the bottom of each section. If needed, read aloud parts of the sections for the reading with a focus part and add your thoughts with a think aloud.

Notes to Teachers: Your modeling of the use of reading strategies is key to students' apprenticeship into close reading of a text. By repeating this task again and again, students will begin to appropriate the strategic moves that "good" readers use to interact with and make meaning of the text.

This lesson was conducted with **moderate scaffolding** with the teacher modeling and jointly going through section 1, and then allowing students to work in pairs.

Maximal Scaffolding: Read text out loud, analyze image, and answer questions with the whole class.

Minimal Scaffolding: Place students in base groups of four. Jigsaw the reading and assign each expert group a section to read, discuss, and report back to their base group.

Data Analysis Carousel

(schema building)

This task engages students in exploring and analyzing sets of graphics including maps and charts to interpret and analyze data about migration.

Now that students have developed an initial understanding of human migration, they will now examine additional graphics and visuals that will deepen their knowledge of the demographic shifts that are taking place in our world.

Debrief observations and any questions from the preceding task while providing a summary to students. For example,

In the background reading you learned about human migration and explored some of the different categories of migration. You also looked at some of the push and pull factors associated with migration. Finally, you read about the different scenarios that immigrants encounter when arriving in a new country. In the next tasks, you will examine more closely the origins and destination of today's immigrants.

Have students sit in groups of four and provide them with the following maps/charts:

Handout 1.5: Countries with the largest number of international migrants, 2000 and 2013

Handout 1.6: Countries with the highest and the lowest levels of annual net migration, 1990-2000 and 2000-2010 (thousands)

Handout 1.7: Projected Population Growth, 2010-2100

Handout 1.8: City Population and Urban Proportion, 2011

Each student takes one document. Ask students to divide a piece of paper into four quadrants and number the quadrants 1-4. Students then respond individually to the following questions in the quadrant that corresponds to their document number:

1. What information does this document present?
2. What are two important findings from this document? Why did you choose these findings?
3. What questions does this document raise for you?

Provide students with 4 minutes to analyze their map or chart, and then have students rotate their documents. Have students continue with this task until they have individually written down responses to the three questions for all graphics.

Round Robin

(schema building, modeling)

This task structures small group interaction and participation to ensure that all students have a voice.

Ask students to share their analysis one card at a time in a Round Robin format by sharing out their responses to the questions above. Provide students with the following formulaic expressions (*Handout 1.9: Data Analysis Carousel Formulaic Expressions*) to use as they share out their responses:

Expressing Findings:

- One thing I noticed was that...
- An important finding from my document is...
- A key idea from my document is....
- One fact that stood out for me was....

Expressing Questions:

- One question this data raises for me is...
- I wonder why...
- I still don't understand why...

Provide students with *Handout 1.10: Human Migration Data Analysis Matrix*.

After each Round Robin, have students reach a consensus on question 1 and 2 and record their group's responses on the matrix. Include on the matrix any questions that group members raised and that the group was not able to resolve.

Notes to Teachers: This task was conducted with *minimal scaffolding* with the students working primarily on their own in the beginning and then sharing with their group.

Moderate scaffolding: Have students work in dyads to analyze the images and then share with their groups.

Maximal scaffolding: Lead the whole class in analyzing the images together. Model how to answer the questions using a think aloud and then call on volunteers to respond to the different sections.

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Course: ESL - Social Studies

Unit 3: Human Migration

Lesson 1: Creating and Framing Questions
about the Past: What is Migration?

Extending Understanding

- ✱ Values Ranking
- ✱ Discussing Similarities and Differences
- ✱ Semantic Map
- ✱ Gallery Walk

Objectives/Disciplinary Practices

Engage in collaborative activities to synthesize and present information

Values Ranking

(bridging, schema building)

This task helps students synthesize their existing knowledge about the content or theme of a text.

Direct students' attention to *Handout 1.11: Human Migration Values Ranking*, and read the five statements aloud. Ask students to read the five statements and circle the number, ranked from strongly agree to strongly disagree, that best corresponds to their opinion. Model your response to statement number one. Next, request that students line up against a wall of the classroom based on their response to statement number four (or any other statement, if desired). Have students who circled number one stand over in the left corner of the wall, those who circled number five in the right corner, while those who circled two through four somewhere in between.

Pair students off from the extremes and have them sit down in dyads.

Notes to Teachers: The task is helpful for teacher to see what assumption or biases students may bring to the text that they may need to be aware of.

Discussing Similarities and Differences

(bridging, modeling, schema building)

This task helps students build understanding of topic based on different responses.

In dyads, ask students to compare their responses to the *Human Migration Values Ranking* with each other. Explain to students that they must agree on two statements to discuss—one statement in which they are in agreement, and another statement in which there is a difference in opinion. Students discuss their opinions on statements, articulating their reasons to their partner for their opinion. Provide students with formulaic expressions such as those below to use as linguistic models (*Handout 1.12: Values Ranking Formulaic Expressions*).

Describing Similarities

- We both felt that...
- I agree with ____ that _____ because he/she also believes that...
- We are of the same opinion thatfor the following reasons. First...
- We're both in agreement that....on account of...

Describing Differences

- My partner felt that.... while I, on the other hand, feel that....
- We disagreed with each other on the statement that My partner is of the opinion that... while I
- Although we agreed on the statement ..., we disagreed on My partner believes that....
- Unlike my partner, I strongly believe that....

Ask several students to share out their agreements with the class.

Semantic Map

(schema building, modeling, contextualization)

The purpose of the Semantic Map is to provide students with a useful way of organizing ideas that they possess or that they have recently researched.

Ask students to generalize what they have learned about human migration by creating semantic maps that capture their newly gained understandings. Encourage groups to produce semantic maps with sub-themes or categories that organize their ideas. These categories may be generated from responses to the following questions (*Handout 1.13: Semantic Map Questions*):

- What is human migration?
- How is migration translated in your native language?
- Where did you emigrate from?
- Why do people migrate?
- What are some of the causes of human migration?
- What are some effects of human migration?

The Semantic Maps should also use some of the images or symbols that the groups discussed during the previous Round Robin.

Explain to students that their Semantic Maps must be understandable to a visitor to the classroom who has no background knowledge on human migration, so their Semantic Map must include full sentences or well drawn out phrases.

Provide groups with chart paper and colored markers and ask them to post their completed, signed maps around the classroom.

Gallery Walk

(bridging, schema building)

This task develops students' awareness of what constitutes quality work so that they can envision how they might accomplish tasks in the future.

Have students post their Semantic Maps around the room. The groups rotate to view the products and leave comments and/or questions on post-its. Ask students to initial their post-its.

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Course: ESL - Social Studies
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Lesson 1: Creating and Framing Questions
about the Past: What is Migration?

Handout #1.1: Think Pair Share

Please think for two minutes about this question and write down your ideas. Afterward, you will share your thoughts with a partner.

Think about a time when you moved from one place to another.
What were the reasons for the move?

Formulaic Expressions:

I moved from _____ to _____ in _____.

I moved because _____.

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Handout #1.2: Guided Image Analysis



Immigrants arrive in New York City in the late 1800s.

Image Analysis			
What people do you see?	What objects do you see?	What actions do you see?	What does the caption tell you?
<i>I see...</i>	<i>I see...</i>	<i>I see...</i>	<i>The caption tells me that...</i>
What questions do you have? <i>What is...?</i> <i>Why is...?</i>			

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Handout #1.3: Human Migration Background Reading

What is human migration?



Syrians leaving their country because of war.

Image Analysis

Approximately 232 million people currently live outside their home country. Why do people **migrate** or leave their country? They migrate to get better jobs and a better quality of life for their children. People migrate because they experience natural disasters. Examples of natural disasters are floods, droughts, famine or lack of food, and earthquakes. Migration also happens because of war or political persecution, meaning that the government or a group of people systematically mistreat or try to kill a group of people. Another reason people migrate is to escape violence and gangs in their homelands. Leaving because of violence and gangs is an example of both political and social migration.

In history/social studies textbooks, reasons for leaving are organized in the following categories:

- **economic migration:** migrating to find work or accept a job offer in a new country
- **social migration:** migrating somewhere for a better quality of life or to be closer to family or friends

- **political migration:** migrating to escape political persecution/discrimination or war
- **environmental:** migrating because of natural disasters such as flooding, earthquakes, drought, and famine or lack of food

When people enter a new country, they are known as **immigrants**. The process of entering a country is called **immigration**. When countries are next to each other, like the United States and Mexico, immigrants cross boundaries. Sometimes they find jobs and homes, sometimes they live in refugee camps, and sometimes they are arrested and returned to their home countries.

Information about migration or immigration	Our visual representation for this section
<p><i>One important idea we understand about migration and immigration from this section is</i></p>	

Why do people migrate?



South Vietnamese refugees arrive on a U.S. Navy ship in 1975.

Image Analysis

When people are forced to leave their countries because of political or environmental reasons, we say that they are pushed out. These reasons for migration are known as **push factors** because they force large numbers of people to leave their countries or home areas over short time periods. For example, in the last two years over 5 million people have left Syria because of war. In 2012, 32.4 million people left their countries because of natural disasters.

People who move to new countries for economic reasons, such as work, or social reasons such as a better life for their children, are pulled to another country because of better opportunities. These reasons for migrating are known as **pull factors** because they encourage people to relocate to certain areas.

Ideas about push and pull factors in migration and immigration	Our visual representation for this section
<i>One important idea about the reasons people move from this section is...</i>	

What happens when immigrants arrive in a new country?



In some areas of the United States, immigrants are welcomed. Where immigrants are able to join together in large communities and groups, new immigrants enter a familiar world. Their home language is spoken, customs and food are the same, and, often, jobs are available. When people immigrate because they already have jobs in technology or medicine, co-workers and employers often welcome them. Many communities value immigrants.

Often, however, immigrants experience discrimination. The picture on the right shows an anti-immigration rally where all the people are against immigration. The picture on the left shows the opposing view, that all people in the United States are immigrants. Most of the United States' population immigrated to the United States over hundreds of years. The people who were here before people came from Europe are called Native Americans.

Today, in 2014, many thousands of children are crossing the border between the United States and Mexico without permission. They come alone or in groups. Often they are trying to reunite or be with family who already immigrated. Children also cross the border to escape from violence and gangs in their home countries. Many of the children are arrested and held in detention centers for months. Since October 2013, forty-seven thousand children have been arrested for crossing the border.

Ideas about the impact of immigration on new immigrants	Our visual representation for this section
<i>One idea we understand about the impact of immigration on new immigrants is...</i>	

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Handout #1.4: (Optional) Image Analysis Chart

Image	What people do you see?	What objects do you see?	What actions do you see?	What does the caption tell you?	What questions do you have?
Page 15					
Page 17					
Page 18					

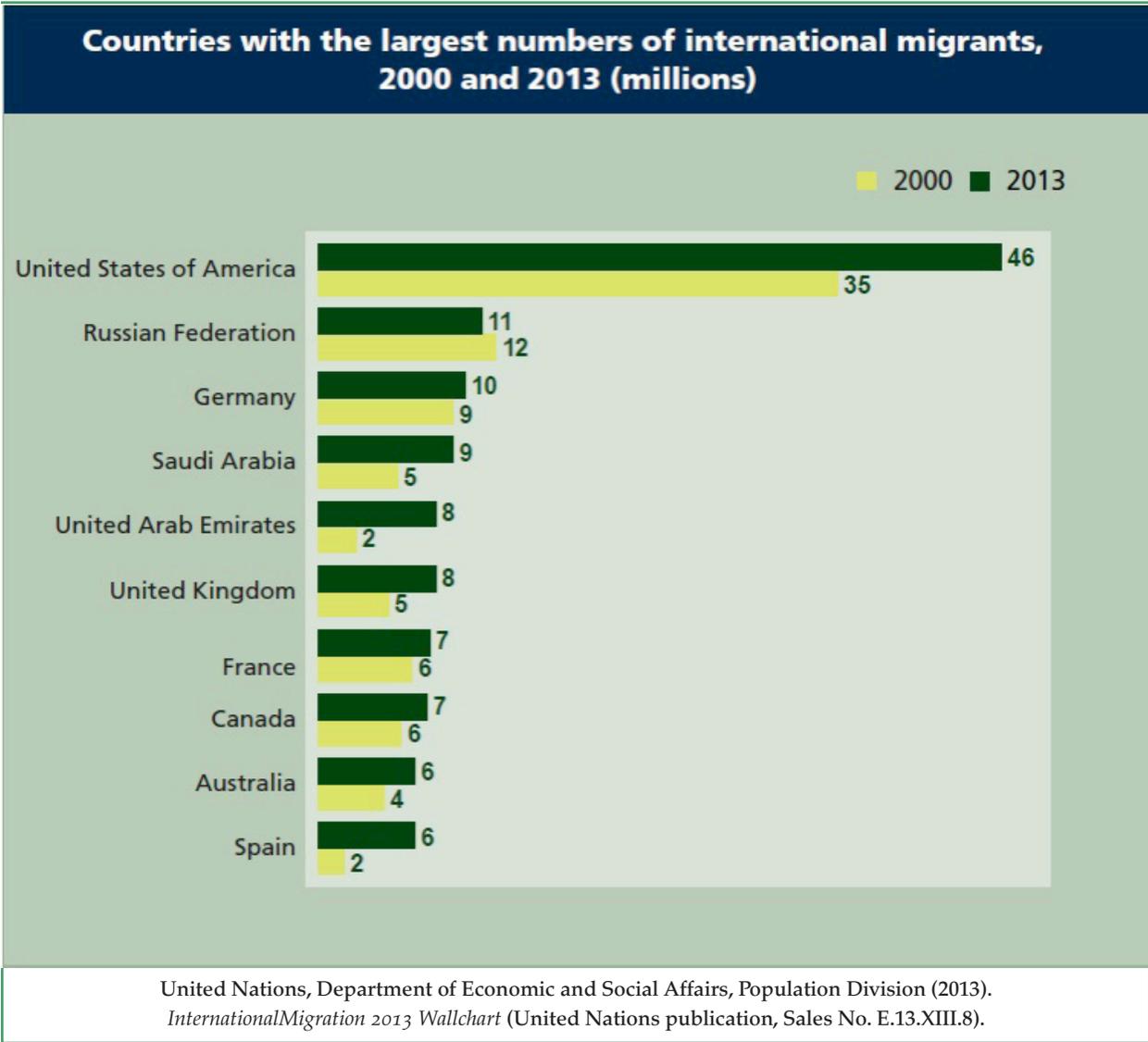
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Handout #1.5: Data Analysis Carousel



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Handout #1.6: Data Analysis Carousel

COUNTRIES WITH THE HIGHEST AND THE LOWEST LEVEL OF ANNUAL NET MIGRATION, 1990-2000 AND 2000-2010 (THOUSANDS)

A. Net immigration countries or areas

Rank	Country	1990-2000	Country	2000-2010
1.	United States of America	1 292	United States of America	1 055
2.	Russian Federation	453	Spain	508
3.	Germany	407	United Arab Emirates	468
4.	Afghanistan	264	Russian Federation	389
5.	Canada	146	Italy	376
6.	Spain	112	South Africa	247
7.	Ethiopia	99	Saudi Arabia	235
8.	South Africa	96	Canada	228
9.	Australia	87	United Kingdom	181
10.	United Arab Emirates	79	Australia	181

B. Net emigration countries or areas

Rank	Country	1990-2000	Country	2000-2010
1.	Kazakhstan	-284	Bangladesh	-557
2.	Mexico	-264	Mexico	-498
3.	Egypt	-205	India	-490
4.	Bangladesh	-169	China	-418
5.	Iran	-166	Pakistan	-360
6.	Pakistan	-159	Philippines	-236
7.	Philippines	-147	Myanmar	-180
8.	China	-143	Viet Nam	-165
9.	Morocco	-118	Zimbabwe	-150
10.	Republic of Korea	-115	Nepal	-148

Source: United Nations, Department of Economic and Social Affairs, Population Division (2013).

World Population Prospects: The 2012 Revision, DVD Edition.

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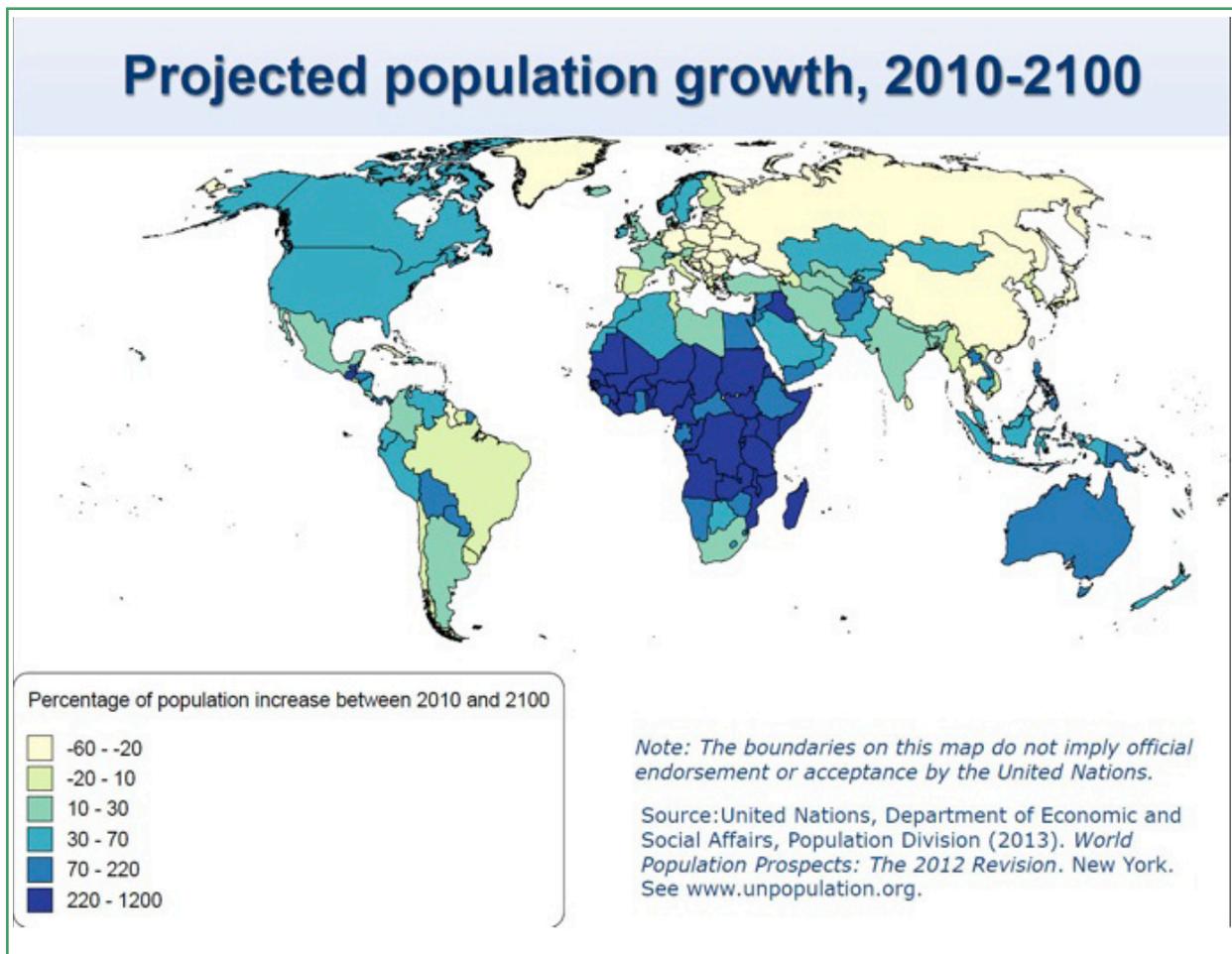
1

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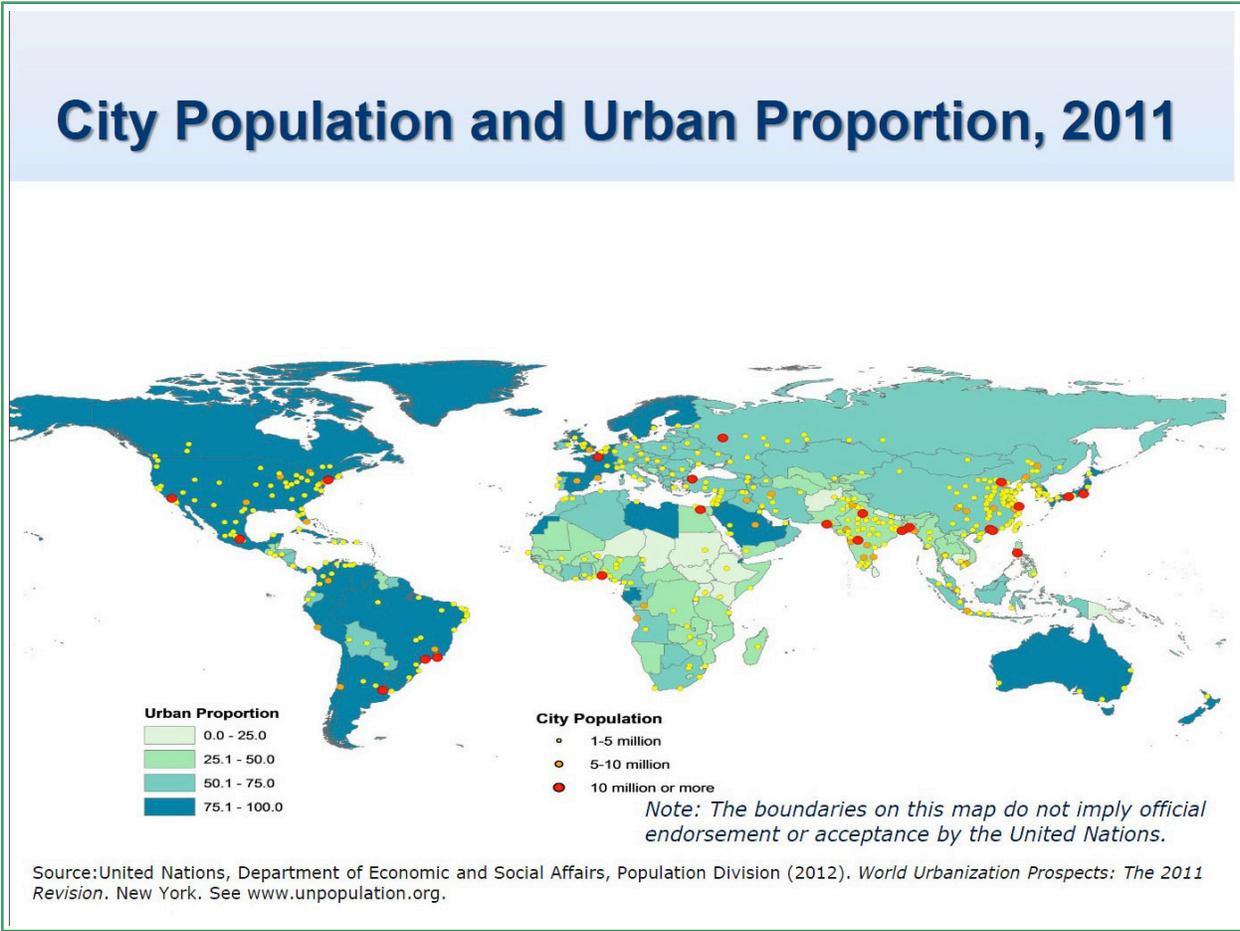
Handout #1.7: Data Analysis Carousel



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Handout #1.8: Data Analysis Carousel



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Handout #1.9: Data Analysis Carousel Formulaic Expressions

Expressing Findings

- One thing I noticed was that...
- An important finding from my document is...
- A key idea from my document is....
- One fact that stood out for me was....

Expressing Questions

- One question this data raises for me is...
- I wonder why...
- I still don't understand why...

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Handout #1.10: Data Analysis Carousel Matrix

	Countries with the largest number of international migrants, 2000 and 2013	Countries with the highest and the lowest levels of annual net migration, 1990-2000 and 2000-2010 (thousands)	Projected Population Growth, 2010-2100	City Population and Urban Proportion, 2011
1. What information does this document present?				
2. What are two important findings from this document? Why did you choose these findings?				
3. What are two questions that you have about the document?				

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Handout #1.11: Human Migration Values Ranking

Instructions: Please read the following five statements and circle the number that best matches your own opinion.

	Strongly Disagree				Strongly Agree
1. People who leave or migrate from poor countries always go to rich countries.	1	2	3	4	5
2. Politics and natural disasters like drought or earthquakes sometimes force people to leave their countries.	1	2	3	4	5
3. People who leave their home countries go to countries that have freedom and good jobs.	1	2	3	4	5
4. People who have money and good jobs stay in their home countries.	1	2	3	4	5
5. People who move to new countries sometimes bring their traditions with them.	1	2	3	4	5

Formulaic Expressions

- I strongly agree with statement # ... because...
- I agree with statement # ... because...
- I disagree with statement # ... because...
- I strongly disagree with statement # ... because...

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Handout #1.12: Values Ranking Formulaic Expressions

Describing Similarities

- We both felt that...
- I agree with ____ that ____ because he/she also believes that...
- We are of the same opinion thatfor the following reasons. First...
- We're both in agreement that....on account of...

Describing Differences

- My partner felt that.... while I, on the other hand, feel that...
- We disagreed with each other on the statement that My partner is of the opinion that... while I
- Although we agreed on the statement ..., we disagreed on My partner believes that...
- Unlike my partner, I strongly believe that...

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Handout #1.13: Semantic Map Questions

What is human migration?

How is migration translated in your native language?

Where did you emigrate from?

Why do people migrate?

What are some of the causes of human migration?

What are some effects of human migration?

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Lesson 2: Identifying Similarities and Differences Across Time:
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LESSON INTRODUCTION

Building on the previous lesson, students learn about the experiences of various individuals who have migrated. As students determine the relationship between cause and effect in detailed scenarios, they expand their understanding of push and pull factors involved in migration. Through this process, students deepen their understanding of the roles that both their host and home countries play in their life experiences.

Conceptual Practices

- Engage in comparison and contextualization of social and political reforms as well as new ideologies in response to population shifts.

Analytical Practices

- Identify, compare, and evaluate multiple perspectives on a given historical experience.

Language Practices

- Provide explanations about how the most important points and details presented in two or more texts on the same topic compare to one another.

Audience

6-12th grade beginning to early intermediate ELLs

Classroom time frame

Three 50-minute periods

INSTRUCTIONAL SEQUENCE

Preparing Learners

- * Novel Ideas Only

Interacting with Texts

- * Image Response
- * Reading with a Purpose
- * Round Robin
- * Reaching a Consensus

Extending Understanding

- * Base Group Round Robin
- * Role Play

Objectives/Disciplinary Practices

Determine the central ideas or information of a primary or secondary source

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies

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Preparing Learners

✿ Novel Ideas Only

Objectives/Disciplinary Practices

Build background knowledge about the topic of human migration

Present the situation of some immigrants in the United States, stating their reasons for coming and the challenges they faced

Novel Ideas Only

(bridging, schema building)

Inform students that they are going to read various selections where immigrants talk about the obstacles they faced when migrating.

Explain that first students will have two minutes to predict what those obstacles may be. Within each team one student offers a suggestion, using the following prompt (see *Handout 2.1: Novel Ideas Only*):

"I think an obstacle people face when migrating to a new place is..."

Another student echoes it, and all students write the idea proposed on their papers without discussion. Students should help each other write ideas in the best possible way, and should not proceed until the four have already completed writing the idea on their paper. Give students two minutes to brainstorm and then tell students to draw a line after the last item on the group's list. Tell all teams to stand with their lists, and call on one student from a group to read the team's ideas. Tell the student to read the prompt and then read whatever ideas the team has come up with. Tell the rest of the class to cross off ideas that the team has come up with. Call on the next team to read the prompt and add Novel Ideas Only.

Notes to Teachers:

Any prompt may be used but ensure that the prompt constitutes the beginning of a statement that requires a listing of ideas to be completed as a sentence. Call on the group with the shortest list first.

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Interacting with Texts

- ✱ Image Response
- ✱ Reading with a Purpose
- ✱ Round Robin
- ✱ Reaching a Consensus

Objectives/Disciplinary Practices

Support and promote structures and processes that assist students to reason, read, write and participate in historical conversations

EXPERT GROUP MODELING OF TASKS

Explain to students that they will now move to a new group, where they will become an expert in one of four stories told from the perspective of a person who has immigrated to the United States. Assign students a letter (A, B, C, or D), and ask students to move to the assigned table.

Before students engage in the Expert Group Reading on their own, model the process for students, using *Handout 2.2: I am from Jamaica*. Provide students with a copy of *Handout 2.2*.

Image Response

(contextualization, schema building, modeling)

Read aloud question #1 in the textbox next to the image. Examine the image and model for students how you would think aloud, for example, “I see a family, a father, a mother and 5 children. They are all wearing nice clothes.” Proceed to record a few phrases in the box, as students do the same.

Reading with a Purpose

(schema building, modeling)

Distribute and project *Handout 2.3: Vignette Reading Matrix*. Tell students that the matrix will guide their reading of the text, and you will model for them how to think about and respond to each question before asking them to engage in their expert groups. Read Question #1 aloud to students, and

emphasize that a key skill in social studies is to source and contextualize the document; thus, this first examination of the text asks students to identify who the text is about, and in what year it was written. Record the response in the first cell of the matrix.

Next, read aloud questions #2 and #3, and tell students that as they listen to the text being read aloud, they should read along silently, keeping these questions in mind. When you finish the text, think aloud your responses to questions #2 and then #3 and record it on the matrix. Highlight to students the Formulaic Expressions available to them in generating their responses, and give them an opportunity to try using them with a partner or in sharing out their ideas with the class.

Lastly, read aloud question #4, which asks students to refer back to their image response and consider whether or not their original assumptions were correct. Is there anything they can add to their original commentary with respect to the image?

EXPERT GROUP READING JIGSAW

Explain to students that they will now engage in the same series of tasks as they read one of four vignettes about an immigrant to the United States. Distribute a text (*Handout #2.4A: "I am from Mexico," Handout #2.4B: "I am from Vietnam," Handout #2.4C: "I am from Sudan," or Handout #2.4D: "I am from Honduras"*) and *Handout 2.5: Expert Group Vignette Reading Matrix* to each group. Tell students to complete the title of their text at the top of the matrix.

Texts:

Group A: I am from Mexico

Group B: I am from Vietnam

Group C: I am from Sudan

Group D: I am from Honduras

Image Response

(contextualization, schema building)

In their Expert Groups, instruct students to first consider the photograph that accompanies the text, and write their response in the space provided. Ask students to share their responses with a partner; pairs are free to add to their own analysis, if they like what their partner has written.

Reading with a Purpose

(bridging, schema building)

Ask students to read their vignette, silently to themselves, paying close attention to the words they recognize and are familiar with from earlier readings. Similarly, if students are unfamiliar with a word, they may circle it, make a guess as to what the word may mean, and continue reading. Instruct students to complete their graphic organizer, and remind them of their responses from the first, model reading from the text, “I am from Jamaica.”

Expert Group Round Robin

(bridging, schema building)

Once students have completed their reading, ask them to share their responses to the graphic organizer in a Round Robin. As students share, encourage them to use the Formulaic Expressions in the graphic organizer, and remind them that they practiced using these phrases in the model reading. Students may share any words they did not know, and seek the input from their group in clarifying or elaborating on a word or an idea. Again, students may add to their responses as they hear their classmates share out in the round robin.

Reaching a Consensus

(schema building)

Tell students that they will soon be returning to their base groups, and will share the information they have gathered with students who did not read their vignette. Distribute *Handout 2.6: Base Group Sharing Matrix*. Students will first reach a consensus as to what information they are going to take back to their base group, and will then record it in the appropriate column and cell. Remind students that everyone in their expert group should have the identical information in the cell, as each student must take back the same information to share with others.

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Lesson

2

Course: ESL - Social Studies

Unit 3: Human Migration

Lesson 2: Identifying Similarities and Differences Across Time:
The Human Element in Migration

Extending Understanding

- ✿ Base Group Round Robin
- ✿ Role Play

Objectives/Disciplinary Practices

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings

Base Group Round Robin

Ask students to return to their original base groups. In a Round Robin format, tell students that they will now share their findings with the others at their table. Remind students that as they share, they may utilize all of their handouts: the text with the picture (*Handout #2.4A: "I am from Mexico," Handout #2.4B: "I am from Vietnam," Handout #2.4C: "I am from Sudan," or Handout #2.4D: "I am from Honduras"*), *Handout 2.5: Expert Group Vignette Reading Matrix*, and *Handout 2.6: Base Group Sharing Matrix*. As each member of the base group shares out, the other members of the group will record their notes in the space provided in *Handout 2.6*; be sure to tell students that they do not need to write in complete sentences. They may record their ideas in bullet points or using key words from each person's presentation.

Role Playing

(schema building, text representation)

Ask students to practice role-playing; they will pretend they met the person in their immigration story, and will tell a friend about the encounter. Students will initiate their role-play saying: "Today I met a very interesting person..."; then, they will continue communicating the rest of the information in the text.

First model the activity. Students may not be ready to do the activity on their own, model how to work with the whole text, emphasizing how *I* changes to *He* or *She*, *my* changes to *her* or *his*, but some other parts of the text remain intact. You may want to encourage your students to repeat after you, especially when you encounter text that may feel too complex for them.

Model using *Handout 2.2: "I am from Jamaica"*

Today I met a very interesting person. Her name is Imogene Hayes, and she is from Jamaica. She is the oldest child in her family so she had many ...

Invite students to work in dyads taking a character and working together on transforming the text. Students take a statement at a time, helping each other. Once each dyad has worked out their role-playing information, all four students will share their "experience" with the others in their base group, in a Round Robin, telling the others in the group about the person they met that day.

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The Human Element in Migration

Handout #2.1: Novel Ideas Only

“I think an obstacle people face when migrating to a new place is...”

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

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Handout #2.2: “I am from Jamaica”



Image Response: What do you see?

My name is Imogene Hayes, and I am from Kingston, Jamaica. I am the oldest child in my family, so I had many responsibilities at home. I worked in a post office in Jamaica, and I also took care of my little brothers and sisters and helped my mother with the cooking and cleaning. I made very little money, even though I worked very hard. I learned about an agency in New York that helped young women find jobs as maids in private family homes. I applied for a job as a maid, and I also applied for a visa to immigrate to the United States. When I received my visa, I moved to New York, where I got a job with a family, working in their house. I took care of their two children and I also cooked and cleaned. It was still hard work, but I was paid well, and I was proud to be living in New York on my own.

— Imogene Hayes, immigrated from Jamaica, 1969

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Handout #2.3: Vignette Reading Matrix

	I am from Jamaica
<p>1. Who is the author?</p> <p>When did the author immigrate to the U.S.?</p> <p>Why did the author immigrate to the U.S.?</p>	<p><i>The author is ...</i></p> <p><i>The author immigrated to the U.S. in ...</i></p> <p><i>The author immigrated to the U.S. because ...</i></p>
<p>2. What obstacle did the author face?</p>	<p><i>One obstacle the author faced was...</i></p>
<p>3. What is one question you would like to ask the author?</p>	<p><i>One question I would like to ask the author is....</i></p> <p><i>I would like to know...</i></p>
<p>4. After reading the text, what connection can you make to the image?</p>	<p><i>One connection I can make to the image is...</i></p> <p><i>I think the text connects to the image because...</i></p>

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Handout #2.4A: “I am from Mexico”



Image Response:
What do you see?

My name is Graciela Valencia, and I am from Guadalajara, Mexico. I first came to the United States when I was 17 years old, by myself. It was difficult for me at first, because I did not speak English, and I was alone in a new country. I found a job working in the strawberry fields in California and I began to earn money. It was hard work; the sun was very hot and my body was very sore from working in the fields all day. Finally, after several years, I was able to bring my brother, my sister, and my mother to live with me. I was so happy to be with my family again! I still miss Mexico, but we are happy to be together as a family. I no longer work in the strawberry fields. When I was 21, I went to college and studied very hard. Now, I am an interpreter. I help immigrants with their legal documents and translate for them when they meet with immigration officials.

— Graciela Valencia, immigrated from Mexico, 1976

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The Human Element in Migration

Handout #2.4B: “I am from Vietnam”



Image Response: What do you see?

My name is Binh Lang, and I am from Viet Nam. My father and I immigrated together, when I was a small boy. When we first arrived in the United States, I was very lonely. And I was so sad to leave my grandmother behind. When I lived in Viet Nam, I visited her every day after school. We would talk together, and she told me wonderful stories of her childhood. I loved sitting in her kitchen, drinking sweet tea, listening to her life’s adventures. Now I am older, and even though I have many American friends and am no longer lonely, I still miss my grandmother. When I remember of her stories, I feel better.

— Binh Lang, immigrated from Viet Nam, 1984

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Handout #2.4C: “I am from Sudan”



Image Response: What do you see?

My name is Simon Deng, and I am from South Sudan. In my village, I used to work in a market with my father, selling shoes and sandals. My father was shot when war broke out in my country. After my father was killed, I was taken to a city far away, where I lived with many other orphan children. We had to work very hard, and we were not treated well by the people of that city. We were very sad, and tired from all of the hard work. One day, I ran away. I walked for many days before I was able to find someone to help me. Finally, I made my way to Egypt, and then to California, where I lived with other Sudanese boys who had lost their parents. I went to school and learned English. Today, I have a good life and am happy living in California. I still miss Sudan, and hope that some day I can return to visit my country.

— Simon Deng, immigrated from South Sudan in 1997

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Handout #2.4D: “I am from Honduras”



Image Response: What do you see?

My name is Ana. I’m from Honduras. I loved my city in Honduras. There were parks, trees, beautiful old buildings and many interesting things to do all of the time. My entire family lived there, and I especially loved Sunday afternoons, when everyone in my family got together for a big family meal. My life in Honduras was beautiful, but it was very difficult to get a job. I was a teacher, but there were not enough jobs for teachers, and I could not find work. I decided to immigrate to the United States. I worked hard: during the day, I worked in a restaurant, and at night, I went to school. I went to college to become a nurse. Today I work in a health clinic, where I use my English and my Spanish to help people stay healthy.

— Ana Gomez, immigrated from Honduras in 2009

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Handout #2.5: Expert Group Vignette Reading Matrix

	I am from _____
<p>1. Who is the author?</p> <p>When did the author immigrate to the U.S.?</p> <p>Why did the author immigrate to the U.S.?</p>	<p><i>The author is ...</i></p> <p><i>The author immigrated to the U.S. in ...</i></p> <p><i>The author immigrated to the U.S. because ...</i></p>
<p>2. What obstacle did the author face?</p>	<p><i>One obstacle the author faced was...</i></p>
<p>3. What is one question you would like to ask the author?</p>	<p><i>One question I would like to ask the author is....</i></p> <p><i>I would like to know...</i></p>
<p>4. After reading the text, what connection can you make to the image?</p>	<p><i>One connection I can make to the image is...</i></p> <p><i>I think the text connects to the image because...</i></p>

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Handout #2.6: Base Group Sharing Matrix

Title of Text:	I am from Mexico	I am from Vietnam	I am from Sudan	I am from Honduras
1. Who is the author of the vignette? When did the author immigrate to the U.S.? Why did the author immigrate to the U.S.?				
2. What obstacle did this person face?				
3. What is one question you would like to ask the author?				
4. Share one or two ideas about your image.				

UNIT 3
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Unit 3: Human Migration

Lesson 3: Drawing Connections to the Present:
Recording Oral Histories of Migration

LESSON INTRODUCTION

Building on Lesson 2, where students engaged with primary source documents to learn about the experience of various individuals who have migrated, in this lesson, students continue to learn about the circumstances that motivate migration. In this lesson, students engage in the genres of interview and biography. Students learn and practice the typical formulaic expressions associated with interviews, engage in the reading of an interview, conduct their own interviews and finally write a biography based on the responses to their interview.

Audience

6-12th grade beginning to early intermediate ELLs

Classroom time frame

Three to five 50 minute periods

INSTRUCTIONAL SEQUENCE

Preparing Learners

- * L1-L2 Interview Question Brainstorm
- * Student Interview Cards

Interacting with Texts

- * Listening with a Focus
- * Text Reconstruction Jigsaw
- * Working Backwards from Biography to Interview
- * Biography Format and Structure

Extending Understanding

- * Conducting an Interview
- * Writing a Biography from an Interview

Objectives/Disciplinary Practices

Determine the central ideas or information of a primary or secondary source.

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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Course: ESL - Social Studies

Unit 3: Human Migration

Lesson 3: Drawing Connections to the Present:
Recording Oral Histories of Migration

Preparing Learners

- ✿ L1-L2 Interview Question Brainstorm
- ✿ Student Interview Cards

Objectives/Disciplinary Practices

Build background knowledge and language practices about the genre

L1-L2 Interview Question Brainstorm

(bridging, schema building)

This task helps activate students' background and prior knowledge about the content or genre of a text

Ask students to brainstorm in their L1 a response to the following prompt (see *Handout 3.1: L1-L2 Interview Question Brainstorm*):

Think of an immigrant to the U.S. who you know. What are some questions you would like to ask him/her?

Form homogeneous groups of four, by language or language family. Give each group a large sheet of poster paper and one marker. Ask one student to serve as the group's recorder. Then ask students to generate as many interview questions as they can in their groups and to record them on the poster paper. When groups are finished, ask them to post their questions for all to see. Ask for a volunteer from each group to read aloud the questions brainstormed. As students go through their lists, ask them to identify questions that can be answered simply (yes/no questions or questions that require a one-word answer) and those that require more elaboration (questions involving feelings, for example, or explanations). After students have sorted the different questions, explain to students that there are two types of interview questions: Those that require factual information (Yes/No responses, or one-word responses, such as providing a name, an age, and so on), and questions that require elaboration, such as a reason for immigrating.

Before each group shares out their list, ask them to attempt to translate any of the questions they can into English, if they have not done so already. A sample list of typical or common interview questions is provided in *Handout #3.2: Sample Interview Questions*. Do not give students this list until *after* they

have discussed and brainstormed in their L1. This list is provided simply to help the students translate some of their questions into English, and for future reference for when they conduct their interview in English.

Notes to Teachers: Remind students that there are two main kinds of questions: those that can be answered with simple facts (Where were you born?) and those that need more discussion or elaboration (What was a challenge you encountered when coming here?). Encourage students to think of both kinds of questions for their interviews, as both types of questions are needed in order to gather the information needed to make an interview successful, or to obtain enough information to construct a story of the person interviewed. See *Handout 3.2* for a sample list; you may want to share some of these with students only to model the types of appropriate questions.

Student Interview Cards

Distribute to each pair of students a set of *Handout 3.3A: Students Interview Cards* and *Handout 3.3B: Student Response Cards*. Students will interview each other, and record their partner's responses.

Notes to Teachers: The interview questions that students ask each other are the same interview questions students will be listening for in the next section of the lesson. By engaging in this task first, students will have experienced listening and using these typical interview questions before listening to an interview of someone else.

Minimal Scaffolding: Place students in linguistically heterogeneous groups; ideally, students are paired with someone who does not speak their L1. In this way, students may rely only on their understanding of English and are unable to translate from the L1 during the interview process. Students may use only the question cards, or they may use both the question and answer cards, if needed.

Moderate Scaffolding: Place students in linguistically homogenous groups and distribute both sets of cards. Students may translate orally as needed, but are still asking questions and writing down responses in English.

Maximal Scaffolding: Place students in linguistically homogenous groups and distribute both sets of cards, as well as a translation of the cards in the students' L1. Students may ask and answer the questions in their L1. Students will then work together to practice using the questions on the Interview Cards and responding in English.

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Interacting with Texts

- ✱ Listening with a Focus
- ✱ Text Reconstruction Jigsaw
- ✱ Working Backwards from Biography to Interview
- ✱ Biography Format and Structure

Objectives/Disciplinary Practices

Support and promote structures and processes that assist students to reason, read, write and participate in historical conversations

Listening with a Focus

(bridging, modeling, schema building)

This task requires students to listen with a specific purpose in mind, guiding their understanding of the text and alerting them to pertinent information.

Tell students that they will listen to an interview of an immigrant to New York (*Handout 3.5: Interview*). As they listen they should take notes on the *Handout 3.4: Listening with a Focus Chart*. There are a variety of options in terms of how you may read the interview. First, you may read aloud, making sure that the two voices are distinct. Or, you may invite another teacher or student to read either the lines of the interviewer or the lines of José. Lastly, you may record ahead of time two people reading the interview and play that recording for students during class.

Have students share their *Listening with a Focus Chart* with a partner, coming to agreement about the information they found out about José.

Ask partners to generate *one additional question* to ask José; what else would they like to know?

Finally, each pair will share their new interview question with another pair using a Round Robin format. Students may share their question in their first language, but must translate it (with the help of their peers or the teacher) before sharing out with the class. As students share out their new question, the teacher will generate a class list of additional information students would like to know about José.

Text Reconstruction Jigsaw

(modeling, metacognitive development, schema building)

This jigsaw is useful for alerting students to the type of responses certain interview questions elicit and how language is typically used in responses.

Sit students in groups of five. Distribute one set of the *Handout 3.5: Interview Jigsaw Cards* to students. Have students divide the five cards amongst themselves. Ask each student to read his or her card silently. As they read, request that students pay close attention to any linguistic or interview clues that might help them place their card in the larger context of the biography.

The instructions for this task are as follows:

The student who believes that he/she has the first section of the interview states this and provides their justification, using one of the formulaic expressions below. Once there is agreement, whoever has the first card reads the card aloud and places the card on a table for the rest of the group to see. This process continues until the entire interview has been correctly pieced together.

- I think my section is first because...
- I think mine might be next because...
- Mine must follow yours because...
- Mine comes before yours because...

Working Backwards from Biography to Interview

(schema building, text representation)

Tell students that from an interview, they can construct a biography of a person. Distribute *Handout 3.6: Biography of Angela Ramirez*. Ask students to work in dyads to read the biography aloud, taking turns paragraph by paragraph. Once students have read the biography aloud, instruct students to work together to complete *Handout 3.7: What Question Was Asked?* The first two questions have been included in the matrix, for students to use as a model. If necessary, you may want to complete the next row, modeling how to construct the interview question from the information in the biography. Remind students that they may use any resources they have in constructing the questions, and may refer to *Handout 3.2: Sample Interview Questions*, as well as the *Student Interview Cards, Handout 3.3A*, if needed.

Biography Format and Structure

(schema building)

Explain to students that biographies contain information that is presented to the reader in a particular format. Tell students that they can see this expectation by revisiting Angela’s biography. To model the expected format of a biography, distribute *Handout #3.8: Interview-to-Biography Organizer*. Discuss with students the structure of a biography, and where those elements can be found in Angela’s text.

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Extending Understanding

- ✱ Conducting an Interview
- ✱ Writing a Biography from an Interview

Objectives/Disciplinary Practices

Demonstrate knowledge of the genre of interview and biography by generating interview questions, conducting an interview, and writing a biography based on the responses to the interview

Conducting an Interview

(schema building, text representation, bridging)

In this task, students individually generate interview questions in English, conduct an oral interview of a classmate, and ultimately, from the responses, write a biography of the interviewee.

Students will interview someone in the class. Ideally, students should interview someone they do not know well, so the information they learn about the person is dependent on the questions asked (not on what they already know about the person). Ideally, students will conduct the interview entirely in English, though tell students they are welcome to utilize their first language, if needed. If they choose to use their first language, remind students that both the interview and the subsequent biography must be written in English.

After students have selected someone to interview, ask students to refer to *Handout 3.2, Sample Interview Questions* and select at least five questions to ask their interviewee. Students may also create new questions.

Go over the steps of the *Interview Protocol Process* with the class.

The Interview Process

1. Choose a classmate to interview.
2. Make a list of questions to ask.
3. Practice asking the questions aloud.
4. Find a quiet place to conduct the interview.

5. Make eye contact when asking the interview questions and listening to the responses.
6. Ask for clarification or elaboration as needed.

Instruct students to write their five interview questions on the *Handout 3.9: Interview Note Taker*. This will help them remember their questions and the order in which they will ask them, and will also serve as a place to record the interviewee's responses. Advise students to ask their questions in a logical sequence, so that from the questions and responses, they can more easily construct a biography. Remind students to look at the handouts from Angela's interview, and to review how the order of the questions asked in *Handout 3.7* facilitated the writing of the biography.

Writing a Biography from an Interview

(schema building, text representation)

Explain to students that they will take their notes from their Note Taker and, using *Handout 3.10: Biography Organizer* as a guide, construct a biography from their interview. Alert students that formulaic expressions have been added to the organizer to assist them in their writing. Tell students that these are suggestions of how they may begin their thoughts, and they are free to expand or elaborate as they see fit. Again, remind students that their biography will follow the same format and expectations as Angela's biography; they may use *Handout 3.8* as a guide, and may borrow language from Angela's text, if they choose.

Once students have written their biographies, and they have been reviewed by you, they may practice reading their text aloud. Inform students that everyone will read their biography to the class. As students listen to the biographies of their classmates read aloud, they will listen for anything new they learned about that person, or any questions they may have that they would like the answer to. If time permits, students may ask their questions of the interviewer or the interviewee.

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Handout #3.1: L1-L2 Interview Question Brainstorm

Think of an immigrant to the U.S. who you know. What are some questions you would like to ask him/her?

Piensa en alguien que conoces que inmigró a los EE.UU. ¿Cuáles son algunas de las preguntas que te gustaría hacerle a él / ella?

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Handout #3.2: Sample Interview Questions

What is your name?

¿Cuál es tu nombre?

How old are you?

¿Cuántos años tienes?

Where are you from?

¿De dónde eres?

When did you immigrate to the United States?

¿Cuándo inmigraste a los Estados Unidos?

How old were you when you immigrated?

¿Qué edad tenías cuando emigraste?

Who did you immigrate with?

¿Con quién emigraste?

What do you miss?

¿Qué extrañas?

What do you like best about New York?

¿Qué es lo que más te gusta de Nueva York?

What is difficult about being here?

¿Qué es lo más difícil de estar aquí?

What languages do you speak?

¿Qué idiomas hablas?

What is your profession?

¿Cuál es tu profesión?

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Handout #3.3A: Student Interview Cards

What is your name?	Why did you immigrate to this country?
Where are you from?	What do you miss the most from your country?
What do you like the best about New York?	Who did you immigrate with?

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Handout #3.3B: Student Response Cards

<p>My name is</p> <p>_____</p>	<p>I immigrated to this country</p> <p>because _____</p>
<p>I am from</p> <p>_____</p>	<p>What I miss the most about my</p> <p>country is _____</p>
<p>What I like the best about New York</p> <p>is _____</p>	<p>I immigrated with</p> <p>_____</p>

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Handout #3.4: Listening with A Focus Chart

Question	Response
What do we find out about José?	
Other questions to ask José.	

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Handout #3.5: Interview

Interviewer: Hello! Thank you for letting me interview you. My first question is: What is your name?

José: You are welcome. My name is José López.

Interviewer: Okay, José. Where are you from?

José: I am from Oaxaca, Mexico. Now I live in New York City, in Queens.

Interviewer: Oaxaca, Mexico! That is far from New York! Why did you immigrate to the United States?

José: I immigrated to the United States because my parents found work in New York. My sister and I stayed in Mexico with my grandmother and our cousins. We love our grandmother, but we also missed our parents very much. Finally, after six months, my parents ask for us to join them, and we moved to New York City. It was very hard to leave everyone we knew in Mexico, but we are excited to be here.

Interviewer: It must have been very hard to leave your friends and other family members behind. What do you miss the most about Mexico?

José: I miss my grandmother, grandfather, and my cousins very much. I also miss my Uncle Manuel and my Aunt Laura. Of course, I also miss the food!

Interviewer: You really miss your family a lot! What do you like best about New York?

José: I like learning English. I also like my school and my new friends. I like my biology class the best. My teacher is very nice and interesting. Every day I am learning more and more about New York, and about American food and customs. It's hard work, but it's also a lot of fun.

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Handout #3.6: Biography of Angela Ramirez

Angela Ramirez immigrated to New York three years ago, at the age of 14. She is originally from Ecuador. In Ecuador, she lived in a beautiful neighborhood in the capital city, Quito. In her neighborhood, there were lots of parks, restaurants, and cafés. Angela was a good student, and studied very hard. She enjoyed all of her classes in school, and her favorite classes were science and math.

At first, Angela did not want to immigrate to New York. She loved her neighborhood, and she loved her friends. She did not want to leave her home. But her parents told her that they were immigrating because her father had been offered a very good job, working for a company in Brooklyn. Then, Angela began to read about New York, and about Brooklyn and the other boroughs in the city, and she began to feel excited.

When Angela finally arrived in New York City, she had a lot to learn. She needed to learn about the subway system, and how to read the subway maps. She needed to learn English. She needed to make new friends. Now Angela likes many things about New York City. What she likes best is going to Central Park, Times Square, and going to baseball games at Yankee Stadium.

Angela is sad sometimes because she misses her friends in Ecuador; she especially misses her grandmother and cousins. It is hard being so far away from the people she loved. One day soon, she hopes her grandmother will be able to visit Angela in her new home. Angela is proud of how well she speaks English, and is excited to share with her grandmother all she has discovered about life in New York City!

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Handout #3.7: What Question Was Asked?

Interview Question	Response to Interview Question
When did you immigrate? Where are you from?	Angela Ramirez immigrated to New York three years ago, at the age of 14. She is originally from Ecuador. In Ecuador, she lived in a beautiful neighborhood in the capital city, Quito. In her neighborhood, there were lots of parks, restaurants, and cafés. Angela was a good student, and studied very hard. She enjoyed all of her classes in school, and her favorite classes were science and math.
	At first, Angela did not want to immigrate to New York. She loved her neighborhood, and she loved her friends. She did not want to leave her home. But her parents told her that they were immigrating because her father had been offered a very good job, working for a company in Brooklyn. Then, Angela began to read about New York, and about Brooklyn and the other boroughs in the city, and she began to feel excited.
	When Angela finally arrived in New York City, she had a lot to learn. She needed to learn about the subway system, and how to read the subway maps. She needed to learn English. She needed to make new friends. Now Angela likes many things about New York City. What she likes best is going to Central Park, Times Square, and going to baseball games at Yankee Stadium.
	Angela is sad sometimes because she misses her friends in Ecuador; she especially misses her grandmother and cousins. It is hard being so far away from the people she loved. One day soon, she hopes her grandmother will be able to visit Angela in her new home. Angela is proud of how well she speaks English, and is excited to share with her grandmother all she has discovered about life in New York City!

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Handout #3.8: Interview-to-Biography Sample Organizer

<p>Orientation: Introducing the person and providing some information about their age, where they are from, where they live now, and so on. This is a brief introduction of the person and does not provide elaborated details.</p>	<p><u>Angela Ramirez immigrated to New York three years ago, at the age of 14. She is originally from Ecuador.</u> There, she lived in a beautiful neighborhood in the capital city, Quito. In her neighborhood, there were lots of parks, restaurants, and cafés. <u>Angela was a good student, and studied very hard.</u> She enjoyed all of her classes in school, and her favorite classes were science and math.</p>
<p>Record of Events: Sequencing life events as they unfold over time. These life events are often include sequence markers, such as First, Second, Then, Finally, Last, Ultimately, Now, and so on.</p>	<p>At first, <u>Angela did not want to immigrate to New York.</u> She loved her neighborhood, and she loved her friends. She did not want to leave her home. But <u>her parents told her that they were immigrating</u> because her father had been offered a very good job, working for a company in Brooklyn. Then <u>Angela began to read about New York,</u> and about Brooklyn and the other boroughs in the city, and <u>she began to feel excited.</u></p> <p>When Angela finally arrived in New York City, <u>she had a lot to learn.</u> She needed to learn about the subway system, and how to read the subway maps. She needed to learn English. She needed to make new friends. Now <u>Angela likes many things about New York City.</u> What she likes best is going to Central Park, Times Square, and going to baseball games at Yankee Stadium.</p>

Re-Orientation: Rounding off the text with a comment or an expression of attitude. How does the person feel now?

Angela is **sad** sometimes because she misses her friends in Ecuador; she especially misses her grandmother and cousins. It is hard being so far away from the people she loved. One day soon, she hopes her grandmother will be able to visit Angela in her new home. Angela is **proud** of how well she speaks English, and is **excited** to share with her grandmother all she has discovered about life in New York City!

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Handout #3.9: Interview Note Taker

Interview Question	Response to Interview Question

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Handout #3.10: Biography Organizer

<p>Orientation</p> <p>[Name of classmate] is ____ years old.</p> <p>He/She immigrated in [year]</p> <p>He/She is from [country]</p> <p>In his/her home country, he/she liked to _____.</p> <p>Today, he/she lives in _____.</p>	
<p>Record of Events</p> <p>[Name of student] immigrated here because _____.</p> <p>When he/she left his/her country, he/she felt _____ because _____.</p> <p>What he/she misses the most from home is _____ because _____.</p> <p>Here in New York City, what he/she likes the best is _____ because _____.</p> <p>He/She also likes _____.</p>	
<p>Re-Orientation</p> <p>Today, [name of classmate] feels _____ because _____.</p> <p>Sometimes, he/she feels _____.</p>	