

Lesson Plan Design Template

Proficiency Level of Tasks in This Unit: <i>Novice Low Spanish 3 Grades: 9-12</i>	
Theme or Topic (s): What is happening in Latin America that is pushing people to migrate to the U.S.?	
Essential Questions <ul style="list-style-type: none">• What are some of the human rights, political, cultural, and societal issues currently happening in Latin America that are pushing people to migrate across the U.S.-Mexico border?• What does the word migrant mean?• What does the word refugee mean?• What problems are migrants facing today at the border?	
Learning Target for Intercultural Communication <ul style="list-style-type: none">• Culture: <i>Intercultural</i> <u><i>Can-Do Statements</i></u>	Investigate: <ul style="list-style-type: none">• In my own and other cultures, I can make and answer questions about key details on the migrant crisis in U.S. culture and language.• Illustrate how language is an integral element of culture.• Recognize people in society whose language and cultural heritage are at risk.
Standards and Competencies <i>NOTE: You do not need to do all of these in this one lesson</i> <i>Grade levels:</i> <u><i>K-12</i></u> <u><i>6-12</i></u> <u><i>9-12</i></u>	Interpretive: <ol style="list-style-type: none">1. Analyze how authentic sources convey viewpoints and use authentic sources critically.<ol style="list-style-type: none">a. Identify authentic sources and evaluate their suitability for specific tasks.b. Analyze the viewpoints of authentic sources by determining who produced the texts, when, why and for whom. Presentational: <ol style="list-style-type: none">2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines.<ol style="list-style-type: none">a. Describe people, places or things in greater detail to educate or entertain others.b. Explain a more complex process or concept. Cultures:

3. Analyze and explain relationships among products, practices and perspectives and compare them across cultures.
- a. Investigate, explain and demonstrate patterns of behavior of the immigrants and officials.

Formative Practice and Assessments: *How/when will I check for understanding (interpretive, interpersonal, presentational, culture, vocab, grammar) and guide my instruction to ensure that students are progressing toward the learning outcomes for the unit? (i.e.: activities, quizzes, bell ringers, games, exit tickets, etc.)*

Formative Practice and Assessments:

- Students will read a current event from an internet article, such as this featured article in the BBC: **Child migrants: Massive drop in children held by border officials** (<https://www.bbc.com/news/world-us-canada-56405009>)
- In this article point out the challenges at the U.S.-Mexico border. The goal of this lesson is to learn and reflect on how you think this crisis could be solved.
- What is happening in Latin America that is pushing people to migrate to the U.S.? What could be done and by who to solve this crisis?
- Students will work with a partner and write down their answers and then we will discuss them as a class. Then the students will watch a 5 minute [Daily News Lesson from PBS](#) such as the one below:

<https://www.youtube.com/watch?v=mDVGNgjuAGg&t=1s>



Pre-Assessment of Prior Knowledge: *How will students show what they already know about the topic of this unit? What activities will be used?*

Pre-assessment activity:

Ask the students to consider/answer the essential questions at the beginning of the lesson plan.

- What is happening in Latin America that is pushing people to migrate to the USA? What human rights, political, cultural, and societal issues are you aware of that are happening in this region?
- What does the word migrant mean?
- What does the word refugee mean?
- What problems are migrants facing today at the border?

Activities (*in class, in the target language*) / **Instructional Strategies and Resources:** *Overview of helpful instructional strategies for this unit (tech integration, native/heritage speakers, students with disabilities, gifted students, career connections, etc.).*

The activities used during class will be open discussion and students will be asked to react to pictures and videos about the migrant crisis in the U.S. and respond to the questions below. What is going on in these pictures:



Credit <https://www.bbc.com/news/business-48842434> Overcrowding at the border facility in a border facility in McAllen, TX.

1. What do you think is happening in these pictures?
2. What do you see that makes you think that?
3. What else does this picture suggest to you?
4. What has been the responses (i.e.: protests, public awareness campaigns, etc.) --in both Latin America and the U.S.--to what is happening in these border facilities, the treatment of these migrants, and/or to this migration crisis?
 - a. You could also show images/videos of protests surrounding this issue.
 - i. <https://www.bbc.com/news/av/world-latin-america-46256761>
 - ii. <https://www.bbc.com/news/av/world-us-canada-45936816>
 - iii. <https://www.reuters.com/article/us-usa-immigration-mexico-cubans/cuban-migrants-protest-at-mexico-border-seeking-entry-to-u-s-idUSKBN2940G3>
 - iv. <https://www.nytimes.com/2018/06/30/us/politics/trump-protests-family-separation.html>
 - b. This could also allow students to learn vocabulary for different types of protests.
5. Are you aware of similar migration issues happening in other parts of the world? How are they different or similar?

For this activity you can use online resources, videos from different credible resources.

Examples:

- PBS: <https://www.pbs.org/newshour/extra/daily-videos/daily-news-lesson-biden-administration-scrambles-to-respond-to-surge-of-migrant-children-at-border/>
- BBC: <https://www.bbc.com/news/world-us-canada-56405009>

The final activity will be to reflect on the discussions from class.

Ask the students for two new things they learned from the article and the video and what is one question they still have about these issues?

Closing/Reflection Activity: *How are students engaging with ideas from another culture? What it means for them? (in the target language)*

Reflect in writing or by creating a “one-pager” with a mix of written and visual reactions to the article. If you are choosing to write your response, use these questions as a guide:

If you are using the “one-pager” exercise, you can start with a blank sheet of paper, or you can begin by using [this template](#). Then, consider these prompts:

- Choose one quote from the article that you found impactful.
- Choose one word and one phrase that was powerful. You can use these words as a border along the outside of your page, or use them strategically in the middle of the page by exploring different sizes and fonts.
- Choose one image that represents a theme from the article.
- Choose one symbol that represents how you feel about the content of the article.

You can add to your “one-pager” by posing a question that viewers should consider or by including any other details that reflect your experience of the article and the situation.