

## LESSON PLAN

# Pacita Abad and The Immigrant Experience: Art in the Classroom

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## Lesson Plan Background:

- **Demographics**
  - Theme/Topic: the immigrant experience through art and activism
  - Subjects/Grade Level: Exploratory Spanish, 6<sup>th</sup> Grade
  - Suggested duration: 45 minutes
  - Introduction to lesson:
- **Connection to Standards/Common Core**
  - Identify typical products and practices to help understand perspectives in native and other cultures using the target language.
  - Use familiar, relevant vocabulary or structures and rehearsed or imitated cultural behaviors to communicate, react and show interest.
- **Essential Questions**
  - How do some students' experiences as immigrants compare to my own?
- **Learning Objectives**
  - I can identify key themes in cultural artwork.
  - I can describe the immigrant school experience.
  - I can compare and contrast my school experience to someone experiencing school as an immigrant.
- **Materials Needed**
  - worksheet; computer; YouTube, [Harvard's Project Zero See, Think, Wonder](#)

## Lesson Plan Details:

- **Pre-Assessment of Prior Knowledge**
  - Students will begin the lesson with a [See, Think, Wonder](#) activity. They will be presented with the "New Kids in Class" painting by Filipino artist Pacita Abad.
  - Students will take three separate sticky notes and place them around the room in the designated [See, Think, and Wonder](#) places. Using the artwork, what do they see? What do they think this art is portraying? What do they wonder?
  - Once all students have placed their sticky notes, the teacher will go around the room and read several of the responses to gauge student understanding.



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- **Teacher-Student Interaction**

1. Teacher plays an audio excerpt of *90 Miles to Havana* by Enrique Flores-Galbis.
  - a. [90 Miles to Havana 2:25-2:31:41](#)
  - b. 2:25-2:31:41 describes an immigrant's first day of school in the United States.
2. As students listen, this will complete the worksheet by filling in emojis that depict Julian's feelings during various scenes. Spanish students can also practice emotion vocabulary by writing the corresponding emotion in the target language, or this part may be omitted.
3. [The New Students](#)

- **Closing Activity**

- Students will revisit their original See, Think, Wonder answers and reflect to see if anything has changed.
- Working in groups of 2-3, students will complete the Venn Diagram on their worksheet comparing and contrasting the artwork to the book to their own experiences.

- **Post-Assessment**

- Students will complete a Google question exit ticket reflecting on what they have learned.
- (i.e. How would you describe the school experience for immigrant students? Give a piece of evidence based off the audio or artwork to defend why you think this.)

### Lesson Plan Resources/Next Steps:

- **Resources**

- artwork, worksheet, YouTube link

- **Extension Activities/Cross-Curricular Connections**

- How can Students go on a gallery walk to observe more of Abad's artwork around the classroom. Using the target language, they can describe the artwork they see and state whether or not they like it.
- Students learn more about Abad's particular style of art and create their own piece depicting school life imitating her style.
- Students create their own Google Doodle about their immigrant school experience. They create an original piece of art and write a brief summary describing what it is about to someone else.

- **Reflection**

- Students are studying art and literary work from other cultures. They are looking at the common experience of school from an immigrant's perspective and gaining empathy.

**Resource Support:**

This lesson plan was developed by Nicole Parish, who participated in the [Global Teacher Seminar 2023: Global Movement of Goods and People](#). The seminar was a partnership with the Center for African Studies (CAS), Center for Latin American Studies (CLAS), Center for Slavic, East European and Eurasian Studies (CSEEEES), East Asian Studies Center (EASC), and Middle East Studies Center (MESOC) and funded in part by U.S. Department of Education Title VI National Resource Center grants to The Ohio State University. The content of this lesson plan does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Lesson plans are available online for classroom use worldwide and can be accessed at the [Global Teacher Seminar Resource page](#).

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