
UChicago 2023 Summer Institute *Beyond the Headlines* Lesson Plan

Family Separation and Im/migration **Amy Bizzarri, Schurz High School, Chicago Public Schools**

I. Plan Your Lesson

<p>What is the current event and/or pressing issue you are exploring in your classroom and why?</p> <p>Family separation / im/migration</p> <p>What are some of the systemic issues that drive this issue and/or event?</p> <p>Global warming Economic instability Economic disparity Poverty</p>	<p>Find 2 to 5 articles on the Pulitzer Center website that align with this story. Your articles should capture stories in East Asia or the Middle East:</p> <p>https://pulitzercenter.org/stories/ill-do-it-again-hopes-economic-stability-propel-young-tunisians-across-mediterranean-sea</p> <p>https://pulitzercenter.org/stories/crossing-border-children</p> <p>https://pulitzercenter.org/stories/they-thought-their-sick-little-girl-would-be-safe-america-then-it-denied-her-family-entry</p> <p>Movies:</p> <ul style="list-style-type: none">• <i>Bajo la misma luna</i>• <i>Una vida mejor</i>
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II. Get Familiar with *Beyond the Headlines*

Review the five unique lesson plans in the [Beyond the Headlines Lesson Series](#) and notice the sequence of the lesson plans:

1. Warm-up
2. Introduce the current event
3. Explore systemic issues through underreported stories: List the underreported stories you have found on the Pulitzer Center website
4. Discuss: Craft discussion questions that encourage students to....
 - a. Understand
 - b. Connect
 - c. Evaluate
 - d. Act
5. Extension Activity

Lesson Plan Template

Directions: Use the table to craft your lesson plan.

Objectives (3 - 5)	
<p>Warm Up <i>Students make personal connections and/or activate prior knowledge of a theme, event, or idea using multimedia sources and/or statistics</i></p>	<p>Brainstorm: Students will receive a post-it note and will reflect/answer the question as they brainstorm reasons for migration.</p> <p>Critical question: <i>Why do people move? What forces do you think drive human migration?</i></p> <p>Students will place their individual post-it notes on a large poster and we will discuss as a class. As a large group, we will brainstorm additional reasons for migrating (natural disasters, etc.) and add to our poster.</p>
Introducing the Lesson	
<p>Key Terms <i>Identify words that are central to the issues being discussed and the reporting student will read.</i></p>	<p>People who migrate fall into several categories:</p> <ul style="list-style-type: none"> ● An <i>emigrant</i> is a person who is leaving one country to live in another. ● An <i>immigrant</i> is a person who is entering a country from another to make a new home. ● A <i>refugee</i> is a person who has moved to a new country because of a problem in their former home. ● Pull factors vs. Push factors ● Undocumented vs. Documented
<p>Current Event <i>Succinctly describe the event or topic and provide context for that event by unpacking the</i></p>	<p>Students will watch the movies BAJO LA MISMA LUNA and UNA VIDA MEJOR and journal their thoughts on the two movies.</p>

<p><i>interconnected, systemic issues that have driven that event.</i></p>	<p>BAJO LA MISMA LUNA 2007 1 hour 46 mins After his grandmother passes away, a young Mexican boy illegally travels across the border to search for his undocumented mother living and working in the U.S.</p> <p>UNA VIDA MEJOR 2011 1hour 38 minutes A gardener in East L.A. struggles to keep his son away from gangs and immigration agents while trying to give his son the opportunities he never had.</p>
<p>Pause to Process Emotions Craft some questions or prompts to help students take a moment to process their emotions in community with one another.</p>	<ul style="list-style-type: none"> • What do you wish more people knew about im/migrants? • What challenges have your family members faced as immigrants to a new country
<p>Pulitzer Center Reporting</p>	
<p>Underreported Story 1</p> <p>https://pulitzercenter.org/stories/crossing-border-children</p>	<p>Title: <i>Crossing the Border with Children</i></p> <p>Summary: The journey from Latin America to the United States—riddled with danger—is only complicated by the addition of children. María José recounts her story of traveling with a family to El Paso, Texas.</p>

<p>Underreported Story 2</p> <p>https://pulitzercenter.org/stories/ill-do-it-again-hopes-economic-stability-propel-young-tunisians-across-mediterranean-sea</p>	<p>Title: <i>'I'll Do It Again': Hopes of Economic Stability Propel Young Tunisians Across the Mediterranean Sea</i></p> <p>Summary: Citing financial and legal barriers, many Tunisians feel stuck in their own country. Some turn to dangerous methods of emigration—and some will try again and again until they successfully cross. This is one of three profiles to make up <i>A Shared Uncertainty: Migration Stories from Tunisia</i>.</p>
<p>Underreported Story 3</p> <p>https://pulitzercenter.org/stories/offtrack-long-road-asylum-lgbtq-refugees-greece</p>	<p>Title: <i>Offtrack: The Long Road to Asylum for LGBTQ Refugees in Greece</i></p> <p>Summary: David's Mediterranean crossing began one day before his rescue in May 2019 at an unmapped location on Turkey's western coast, where smugglers ordered him to climb onto the dinghy with a large group. In hindsight, he estimates over 60 people who spoke Arabic and African dialects, and at least two Cameroon dialects, which he understood, were on the boat. Those on the vessel fled conflict, famine, and other humanitarian disasters. David escaped a less visible form of barbarity: homophobic violence.</p>
<p>Underreported Story 4</p> <p>https://pulitzercenter.org/stories/young-venezuelan-migrants-brazil-drugs-gold-and-early-death</p>	<p>Title: <i>For Young Venezuelan Migrants in Brazil, Drugs, Gold and Early Death</i></p> <p>Summary: Miguel came to Brazil from his native Venezuela to escape the economic, political, and humanitarian crisis that has wracked his country for nearly a decade. And his new job, running a drug den in Boa Vista, in the northern Brazilian state of Roraima, is a reward from his employer.</p>

Discussion Questions	
<p>Understanding the story <i>Write 2 -3 comprehension questions.</i></p>	<p>Students will pre-read the articles as homework. In class, our discussion of the articles will begin with a look at statistics surrounding immigration/migration. Share https://www.pewresearch.org/short-reads/2020/08/20/key-findings-about-u-s-immigrants/</p> <p>Once students have some basic facts about illegal immigration, pose the following questions on the board. Each student will answer each question on a card, teacher will place card in a hat to review answers in large group facilitated conversation (cards preserve anonymity on a topic that is sensitive in our school setting).</p> <ul style="list-style-type: none"> ● When reviewing the statistics...I wondered... ● When reviewing the statistics...I was surprised to learn...
<p>Connecting to the story <i>Write 2 - 3 questions that help student connect with the experiences of people most impacted by the issues in the articles.</i></p>	<p>Why are we challenged by the arrival of migrants in our country?</p> <p>Do the words we use matter when it comes to talking about people/migration?</p> <p>https://www.npr.org/2021/04/19/988789487/immigration-agencies-ordered-not-to-use-term-illegal-alien-under-new-biden-polic</p>
<p>Evaluating the story <i>Write 2-3 questions that encourages students to connect the story to their understanding of a systemic issue and/or highlight underreported elements of a larger issue.</i></p>	<p>What should be done with the illegal immigrants entering a country?</p> <p>Should the country of origin of illegal immigrants be held responsible?</p> <p>Should employers who employ illegal immigrants be penalized?</p> <p>Should illegal immigrants be deported?</p>

<p>Acting on the story <i>Write 2-3 questions that inspire students to follow curiosities and/or list solutions to problems described in the story.</i></p>	<p>What do you think are the most challenging things students new to our city and school might face?</p> <p>What are some ways we can help students at our school who are new to the U.S. and new to our school?</p>
<p>Extension Activities</p>	
<p>Extension Activity 1</p>	<p>Read the article. According to the psychologist mentioned in the article, unwanted and unexpected separation from parents may have severe consequences in a child’s developmental processes and psychosocial functioning. Summarize the consequences of children being separated from their families in your own words.</p> <p>https://www.apa.org/news/press/releases/2019/02/immigrant-family-separations</p>
<p>Extension Activity 2</p>	<p>Take action: Call or write a member of Congress</p> <p>https://www.ilcm.org/latest-news/five-things-you-can-do-to-support-immigrants-and-refugees/ https://www.ilcm.org/get-involved/action-network/#/</p>

Assessing Student Learning

In what ways do you plan to assess student learning through this lesson plan? (e.g., rubric, collecting and scoring discussion question-driven written responses, exit tickets, participation, etc.)

Students will be maintaining a journal throughout the unit. We will begin each day with a journaling prompt and students will have ten minutes to reflect in their journals. Students are expected to participate in daily classroom discussion.

Plan for implementation

Describe your plan to teach this lesson; Provide the context and how it may align with your vision for instruction this academic year.

My vision for this school year is to introduce my students to explore themes/systemic issues that have a big impact on our school and city community through CINEMA. We kick off this year with IMMIGRATION/MIGRATION. We began this lesson in September, and I expect to complete our study by October 1, 2023.