

Unit Example: Migration & Immigration to the U.S.

Thematic Unit Plan

Contextual Information	
Language	Spanish
Student Grade/Age	Junior (11th grade, ages 16–17)
Student Proficiency Level	Intermediate
Timing	10 lessons, 60 minutes per lesson
Content Nucleus	
Theme	<i>La migración e inmigración a EEUU</i> (Migration and Immigration to the United States)
Essential Questions	<ul style="list-style-type: none"> ● Why do people decide to migrate/leave their homes, especially people from countries in South and Central America? ● Which is more influential in migration: climate change, political unrest, or a lack of opportunities (school/job/other)? ● Is everything news sources say about the situation on the border between Mexico and the United States true? What about in Ceuta, Spain? ● What does it mean to be an immigrant in the United States?
Enduring Understandings	<ul style="list-style-type: none"> ● Migration isn't a new concept and has been around for thousands of years. ● There are many factors that go into why people migrate from one place to another (e.g., climate change, political unrest, a lack of opportunities), which are all real threats to people's livelihoods and a reason they choose to move somewhere else. ● It's important to look for information from multiple news sources before forming an opinion. ● The United States has always been a "melting pot" of peoples and cultures from other countries, and immigrants still come to this country in hopes for a better life.

<p>Summative IPA Prompts</p>	<ul style="list-style-type: none"> ● Interpretive Task: Throughout this unit, we've been talking about the themes of migration and immigration into the United States. You'll have 20 minutes to read this article and then 30 minutes to answer the questions on the comprehension guide. (Students will only read the beginning of the article.) ● Interpersonal Task: Based on the piece of article you read, describe your view on migration to the United States to a partner. Do you think the United States should accept all migrants that come to the border? If you and your partner disagree, try to come to an agreement. If you agree, what are some methods the U.S. government should employ to make this possible? You may reference information from the article or share any past information you've encountered about this topic with your partner and use it to support your views of the situation. ● Presentational Task: From our class resource folder, please choose one article about migration. Read the article and prepare a short summary which you will present to the class. The presentation will be 2–3 minutes long, and your summary should cover the main ideas, any important people talked about, and 1–2 questions you thought of while reading it.
<p>Content and Language Integrated Architecture</p>	
<p>Skills Goals</p>	<ul style="list-style-type: none"> ● Make connections to their own knowledge and experiences surrounding the theme ● Discuss current events surrounding migration and immigration to the United States ● Identify reliable and unreliable news sources as well as identify whether or not sources are objective or biased ● Write and/or record a detailed reflection about their discussion and opinions surrounding immigration topics

<p>Knowledge Goals</p>	<ul style="list-style-type: none"> ● Vocabulary about migration and immigration ● Phrases used to agree/disagree with someone, as well as expressing one's opinion <ul style="list-style-type: none"> ○ <i>Estar + de acuerdo</i> (to agree with) ○ <i>No Estar + de acuerdo</i> (to disagree with) ○ <i>Quiero que + sustantivo + subjuntivo</i> (I want that + subject + subjunctive verb form) ○ <i>Pienso que...</i> (I think that...) ○ <i>Creo que...</i> (I believe that...) ○ <i>No creo que...+ subjuntivo</i> (I I don't believe that...+ subjunctive verb form) ● When to use the preterit and imperfect past tense verbs and the correct conjugations ● The current events and happenings in Latin American countries which contribute to the migration of peoples ● Where to find credible news or social media sources to collect information ● Some of the challenges that immigrants face when settling into a new country, culture, and language
<p>Formative Assessment Procedures</p>	<ul style="list-style-type: none"> ● Observations of student content and language performance during class ● KWL chart: students will fill in what they know, what they want to know at the beginning of the unit, and finally what they have learned at the end of the unit ● Exit tickets completed at the end of synchronous classes ● Homework activities completed in Google Classroom

First Lesson Plan

<p>Objectives</p>	
<ul style="list-style-type: none"> ● SWBAT discuss the unit's essential questions with partners and the class to further their understanding of the topic ● SWBAT relate past knowledge to the current topic of immigration in the K section of a KWL chart ● SWBAT express themes and topics they want to learn about and discuss in the unit through the W section of a KWL chart 	
<p>Procedures</p>	
<p>Opening Activities</p>	<ul style="list-style-type: none"> ● Welcome students and ask them about any news/things they'd like to share with the class.

	<ul style="list-style-type: none"> ● Share the class agenda and objectives (above) for the day. <ul style="list-style-type: none"> ○ Warm-up ○ Intro to the unit: <i>¿Qué son las preguntas esenciales?</i> (What are the Essential Questions?) ○ <i>Predicciones: Antes de mirar el vídeo, hacemos algunas predicciones</i> (Predictions: Before watching the video, let's make some predictions) ○ <i>Mirar un vídeo</i> (Watch a video): https://youtu.be/fiPq7C06zjQ ○ <i>Leemos</i> (Let's read) ● On their warm-up worksheet, students will answer the prompt written on the board: <i>Escribe dos cosas que sabéis sobre el tema, 'la inmigración'.</i> (Write two things that you know about the theme, "Immigration") <ul style="list-style-type: none"> ○ Students will have 3 minutes to write on their bellringer worksheets. Then ask for volunteers to share some of their answers with the class. If there aren't any volunteers, ask some students to share. ○  Bellringers ○ ¡OJO! (Watch out moment): Immigration is almost the same in Spanish and in English, but there is one important difference. In English: iMMigration. In Spanish: iNMigración.
Main Activities	<ul style="list-style-type: none"> ● Share the unit's essential questions with the class by projecting them on the board one at a time and reading them aloud. After they're all on the board, ask the students to discuss the questions in pairs. The questions are: Why do people decide to migrate/leave their homes, especially people from countries in South and Central America? Which is more influential in migration: climate change, political unrest, or a lack of opportunities (school/job/other)? Is everything news sources say about the situation on the border between Mexico and the United States true? What about in Ceuta, Spain? What does it mean to be an immigrant in the United States? ● Using the KWL format (Know, Want to know, Learned), ask them to think of one thing they "know" in regard to each question. The "want to know" section will be filled in later in the class. The "learned" section will be filled out at the end of the unit.

- Each pair will share what they've written with the class afterwards.
 - [KWL para Preguntas Esenciales](#)
 - To pair the students together will be based on the classroom setup. The desks will already be set up in tables of four students, and the seating chart for this unit will have put students of mixed levels at one table. They will partner up with the person next to them.
- Have students start the second activity, which is labeled *Predicciones* (Predictions). Tell them that we're going to watch a video about the history of immigration to the United States. The video is silent and only shows the number of people coming from which countries around the world over a two-hundred year time period (1820–2013).
- Ask students to make predictions based on the questions below. Some countries will be projected on the board (in the PPT), and all students will be asked to come up and list their "Top 3" by writing a number beneath the country they believe had the most immigrants arrive to the US (1), the second most (2), and third most (3). After completing this task, ask the second question and tell them to call out their predictions. This activity can also be done on Zoom with the annotating device.
 - *¿Qué pensáis? ¿De qué país procede el mayor número de los inmigrantes?* (What do you think? Which countries do the largest number of immigrants come from?)
 - *En grupos de 10 años, ¿en que década llegaron el mayor número de inmigrantes a los Estados Unidos?* (In groups of 10 years, in which decade did the largest number of immigrants arrive to the United States?)
 - [Here is Everyone Who Has Emigrated to the United States Since 1820](#)
- After showing the video, ask the questions below. If students can't think of any answers, move onto the next activity. This question is more history-based and meant to see if they know or can think of any historical events that would effect the immigration patterns in the US. It will help you plan for future lessons.

	<ul style="list-style-type: none"> ○ <i>¿Podéis pensar en algunos eventos que aumentaron el flujo de la inmigración? ¿O que desaceleraron el flujo?</i> (Can you think of any events that increased the flow of immigration? Or that slowed down the flow?) ● The last activity (in the PPT) is to read the first paragraph taken from the article (La inmigración en Estados Unidos. una historia de éxito - El Orden Mundial - EOM). Have students read the paragraph to themselves. If they have questions while reading, tell them to raise their hands. ● After students finish reading, do a grammar and vocabulary check. What words don't they know? What collocations can they see used in the paragraph?
Closing Activities	<ul style="list-style-type: none"> ● Ask students to reflect on what was talked about in class that day and what they learned. Then, ask them to write at least 2 things under the "W" (what do they want to know) section of their KWL chart. The essential questions will be projected on the board again to help with this exercise. ● When the bell rings to signal the end of class, students will hand in their KWL charts to the teacher. The teacher will keep these to check what Ss want to know and to hold on to them until the end of the unit when Ss fill in the L section.
Homework	
There won't be any homework assigned for this first lesson.	