



Center for

EUROPEAN STUDIES

at the University of Florida

Euro Bookclub

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Lesson Title: What's your Migration story?

Inspired by "The Good Immigrant" edited by Nikesh Shula

Recommended Grades: 7-12 ESL

Time Needed: 2-3 weeks, one period a day

Learning Framework:

*Students document the world around themselves and are able to make sense of those observations.

*Students are story tellers, communicating experiences and ideas in English through written and spoken language and media.

*Students work effectively with others in English to achieve goals.

*Students are able to generate, evaluate and implement solutions to problems, using English.

Objectives:

Students will engage in a hands-on process of creating their migration stories using visual and kinesthetic tools to craft a sequence of collage images. English language learners who struggle with words will write their story through images they create giving details to the place and environment from where they have traveled.

Standards:

Content Standard(s):

1. Standards: South Dakota World Language Standards:

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Materials:

- * white cardstock legal size paper, one for each student (plan for extra)
- * 5-10 sets assorted colors of washable acrylic paint
- * class set of brushes of different thickness and edges.
- * 10 wide-bottom plastic containers with lids for diluting and mixing liquid paints (I use recycled yogurt containers)
- * clothespins and line to hang painted papers to dry
- * glue sticks, one for each student (plan for extra)

Preparation:

Build foundation with students through reading and discussing mentor texts (as well as picture books) of journeys. Mentor texts used describe a story of leaving home for economic, political or religious reasons, or a journey to work for change in one's home country. For example: "A Journey" by Francesca Sanna and Wangari Maathi, "The Woman who

Planted Millions of Trees” by Franck Prevot, and “The Good Immigrant”, edited by Nikesh Shula.

Watch germane parts of the Ted Talk “The Voices of Chinese Workers”. TedTalk with Leslie Chang (author of *Factory Girls*) as students are able (14minutes) Check for comprehension.

https://www.ted.com/talks/leslie_t_chang_the_voices_of_china_s_workers?language=en#t-4578

Directions:

- *Create a word map of migration
- *Create a portfolio of hand painted textured papers
- *Sequence collage images
- *orally rehearse stories by reading sketches (last memory of student’s country, problems in his/her country, challenges on route, first sighting of the US, challenges during immigration)
- *students write about the images of each of their paintings
- *revise writing
- *create cover book and title
- *create author’s dedication
- *final revision
- *publish book

Modifications:

The migration stories are geared toward English language learners to increase their reading, writing, listening and speaking skills. This unit would work for any level English learner as the teacher scaffolds the writing prompts, word banks and mentor text to meet student needs.

Extensions:

Students present their books to peers, and at evening parent/community gatherings. In addition, display student migration story books at the town hall, local library, fire and police stations and at local businesses to make what culturally and linguistically diverse students who are often invisible, visible.

Vocabulary:

Tiered vocabulary, depending on grade level and language level of students. Examples of vocabulary for a language level 1 class, 7th grade: fly, slap, kill, travel, arrive, break, perspire, trees, mountains, desert, grass, snow, wind storm, jungle. Verbs: watch, sleep, burn, freeze, sad, soon, desperate. Adverbs: sadly, happily, dangerously, quickly.

Assessment:

Writing rubrics, presentation rubrics, final book product