The Immigrant Experience Lesson Plan #1

**Content Area:** English as a Second Language

**Lesson Title:** Introduction to the American Immigrant Experience  
**Timeframe:** 1-2 days

### Lesson Components

**21st Century Themes**

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<th>X</th>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>X</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
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**21st Century Skills**

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<th>X</th>
<th>Creativity and Innovation</th>
<th>X</th>
<th>Critical Thinking and Problem Solving</th>
<th>X</th>
<th>Communication</th>
<th>X</th>
<th>Collaboration</th>
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**Interdisciplinary Connections:** Language Arts, Social Studies, and Technology

**Integration of Technology:** Power Point Presentation, LCD projector

**Equipment needed:** Computer/projection setup

### Goals/Objectives

**Students:**

- **Speaking**
  - Orally answer teacher questions and share responses about the description of the American people in pairs and as a whole class with L1 support (bilingual dictionaries, electronic translators, and clarification in their first language when possible).

- **Speaking & Writing**
  - Define and create pictorial representations of vocabulary related to the American immigrant experience

**Key Vocabulary:** Immigration, experience, immigrant, foundation, diversity, influence, cultures

**Key Language Structure:** Prefix, suffix, compound word, cognate, synonym, antonym (use in Four Corner Vocabulary Activity).

**Warm-up:**
Students: Respond to question: How can you describe the American people? (Questions are included in the PowerPoint presentation: Introduction to the American Immigrant Experience).

**Lesson Sequence:**

1. Teacher: Projects warm-up question on slide 2 of the PowerPoint presentation. Instruct students to reflect on the question, share their reflections with a partner, and then with the class as a whole (think-pair-share).

### Assessment Tasks

**Formative**

- Warm-up and closure responses
- Four Corner Vocabulary graphic organizer in cooperative groups
- Jigsaw activity: presenting completed graphic organizers
- Homework
<table>
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<tr>
<th>Using a graphic organizer in cooperative groups.</th>
<th>2. Teacher: Asks students the following question: Why did you describe the American people in this way? The teacher will use the key vocabulary in this discussion.</th>
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<td>3. Teacher: Divides the students into groups of two or three students, and assigns each of the groups two or three vocabulary words aka Jigsaw activity. (Vocabulary words are included in the Microsoft Word Document: The Immigration Experience Vocabulary, and the PowerPoint presentation: Introduction to the American Immigrant Experience).</td>
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<td>4. Teacher: Models for the students how to complete the graphic organizer if needed.</td>
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<td>5. Students: Complete the Four Corners Graphic Organizer in groups: translate, find synonyms, write sentences, and create a visual representation for their assigned vocabulary words (The graphic organizer is a Microsoft Word Document: Four Corners Vocabulary).</td>
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<td>6. Students: Share their completed graphic organizers with the rest of the class. The completed graphic organizers will be posted to create a word wall for the unit.</td>
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**Closure:**
Students: Use the newly learned vocabulary to add to their reflections from the beginning of class.

**Expansion/Extension/Homework:**
Students: Ask the people they live with the following questions, and record their answers, in English, or in first language:
- How do you describe the American people?
- Why do you describe them this way?

**Differentiation:**
Use flexible grouping; deliberately pair students heterogeneously by proficiency level.

**ELP Level 2:** Define vocabulary concepts from illustrations and word/phrase banks.

**ELP Level 3:** Give examples of vocabulary concepts from illustrations and word/phrase banks.

**Suggested Resources:**
- Power Point presentation: Introduction to the American Immigrant Experience
- Graphic organizer: Four Corners Vocabulary
Key vocabulary list