

# Immigration Unit

Content Area: **Generic Content Area**  
Course(s): **Generic Course, TAG Language Arts 3**  
Time Period: **1 marking period**  
Length: **Length of unit**  
Status: **Published**

## Unit Overview

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Students read the novel **Inside Out and Back Again** to learn the plight of a young migrant girl after the Vietnam war. Through this unit, students have an enhanced knowledge and understanding of migration, both historically and today. Students will be able to recognize different points of view on migration in the media and be able to relate issues of migration and development of themselves and their communities. Students apply this knowledge to a mock trial involving discrimination.

## Transfer

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Students will be able to independently use their learning to...

-What kinds of long term, independent accomplishments are desired?

-Value people for their individuality.

-Recognize and be sensitive to cultural differences.

-Have general background knowledge of the issues surrounding the Vietnam war.

-Be able to debate an issue taking multiple perspectives into account.

## Meaning

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## Understandings

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Students will understand that...

-What specifically do you want students to understand?

-What inferences should they make/grasp/realize?

- What a migrant is.
- Why people migrate.
- The struggles of migrants.
- Understanding cultural diversity exists.
- Causes and outcomes of the Vietnam war.
- How a trial works.

## **Essential Questions**

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Students will keep considering...

- What thought provoking questions will foster inquiry, meaning making and transfer?

What does it mean to migrate?

Where are your families from?

Do you know anyone in the military or who has gone to war?

What are some of your holiday traditions?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

What facts and basic concepts should students know and be able to recall?

- What a migrant is.
- Why people migrate.

-Where people migrate to today.

-How migrants are treated.

-Definition of perspective.

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### **Students will be skilled at...**

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Students will be skilled at...

What discrete skills and processes should students be able to use?

-Seeing issues from various points of view.

-Annotating text.

-Researching

-Presenting information

-Defending a point of view.

-Debating

### **Academic Vocabulary**

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Saigon

Lunar

Tet

Fortells

Predict

Ripening

Captured

Glutinous

Chant

Communist

Justify

Flaunts

Migration

Resemble

Dignity

Monsoon

Pact

Ancestral

Gaunt

Abandon

release

Gigantic

Remnant

Tangible

Amends

Sponsored

Contoured

Diacritical

Solitude

Superstitious

Perspective

Trial

Migrant

Discrimination

## **Learning Goal 1**

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Consider different individual and/or cultural perspectives before proposing solutions to challenges.

SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.4.D.CS3	Personal, family, and community history is a source of information for individuals about the people and places around them.
SOC.6.1.4.D.CS5	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
SOC.6.1.4.D.CS6	American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
SOC.6.1.4.D.CS7	Cultures struggle to maintain traditions in a changing society.
SOC.6.1.4.D.CS8	Prejudice and discrimination can be obstacles to understanding other cultures.
SOC.6.1.4.D.CS10	The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
SOC.6.1.4.D.CS11	People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
SOC.6.1.8.D.3.e	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

## **Target 1**

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Discuss different perspectives.

## **Target 2**

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Explain the basis for the Vietnam War.

**Target 3**

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Examine reasons why people migrate.

**Target 4**

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Examine perspectives of others.

**Target 5**

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Explain who migrants are.

**Target 6**

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Explain perspectives and stereotypes in terms of migration.

**Target 7**

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Describe the perspective of an individual and/or culture.

**Target 8**

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Explain the purpose and major steps in a trial.

**Target 9**

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Evaluate hypothetical cases to determine if discrimination exists.

**Target 10**

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Identify issues in a trial.

## **Target 11**

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Explain and apply the fair housing laws in a mock trial.

## **Target 12**

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Research a topic and present to the class.

## **Learning Goal 2**

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**Cite textual evidence to support analysis and comprehension of literary and nonfiction text.**

LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
LA.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LA.RI.3.6	Distinguish their own point of view from that of the author of a text.
LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
LA.RI.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LA.SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

### **Target 1**

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Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Target 2**

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Read closely to determine what the text says explicitly and to make logical inferences from it.

### **Target 3**

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Describe the relationship between scientific ideas/concepts, or steps in procedures.

### **Target 4**

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Compare and contrast story elements, theme, and/or points of view.

### **Summative Assessment**

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Completion of a mock trial.

### **21st Century Life and Careers**

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Select all applicable standards from the applicable standards



CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Formative Assessment and Performance Opportunities**

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teacher observation

Text annotations

class participation

class discussions

exit tickets

graphic organizers

## **Differentiation/Enrichment**

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As this is a TAG class, rigor is already increased. Students have the opportunity to participate in:

invention convention

STEM night

self-directed research

WordMasters Competition

Poetry, art, and writing competitions

## **Unit Resources**

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Other novels:

**Drita, My Home Girl**

**The Hundred Dresses**