

Moving



Stories

Units

G11/12 - The Path Forward

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Note:

If you have any technical issues accessing a resource or document linked in this unit guide, please reach out to Joel Troge at jtroge@schools.nyc.gov.

Section 1 - The Moving Stories Mission

Stories are fundamental to who we are as humans—and sharing those stories with others validates that storytelling. As educators, we have the opportunity to validate our students by creating spaces for them to share their stories in our classrooms. Stories are also central to the process of migration, and through the telling of migration stories we transmit experiences, share culture and heritage, and learn from and with our community. In these Moving Stories Units, we will explore and learn from migration stories by connecting those stories to ourselves, our past, and the world around us, advocating for our communities and a better future.

The topic of migration might be more familiar for some students than others. For some, migration may be central to their and/or their family's experience; for others, migration can be a more distant memory that requires research into their family's history. It is for these reasons that each Moving Stories Unit begins by looking at migration stories from texts before asking students to share their own stories. In addition to the knowledge needed to tell those stories are very real concerns relating to identity, safety, trust, confidentiality, and for some, trauma.

In light of that focus, it is the goal of each Moving Stories Unit to recalibrate students' conception of migration from something that happens *to* others—or conversely, just to oneself—to the idea that migration is a shared human experience. As a result, each unit is designed to help students make personal connections to stories of migration and the cultural heritage and history that each story possesses. This is essential to prepare students to understand a world on the move, and at its core, helping students to recognize how their own perspectives can influence their responses is an incredibly important habit of mind for living, working, and playing with people whose identities, experiences, and perspectives might be different than their own.

Finally, sharing and reflecting upon stories of migration can help students to develop their own self-awareness, empathy and advocacy skills. By exploring issues related to identity, culture, heritage and belonging, sharing migration stories can help students take ownership of their narratives, create and build inclusive practices in the classroom, and make young people feel more visible to their peers, their school, their communities, and the world around them.

Section 2 - Arc of Impact

The culminating project in this unit is just the first step towards helping your students create impact and achieve the goals of the Moving Stories Mission. Here are some ways that you can empower students to become advocates for themselves and their communities using the work in this unit.

Note: Always ask permission from students first before sharing their stories with others.

Students

“Modernize” the letter-writing project by having students create a social media post or video to amplify the message of their letter.

Classroom

Have students work together to establish 2-3 priorities for immigration legislation as a class, and then work with them to synthesize those priorities into a collective letter that they can sign on to and address to their representative(s).

School

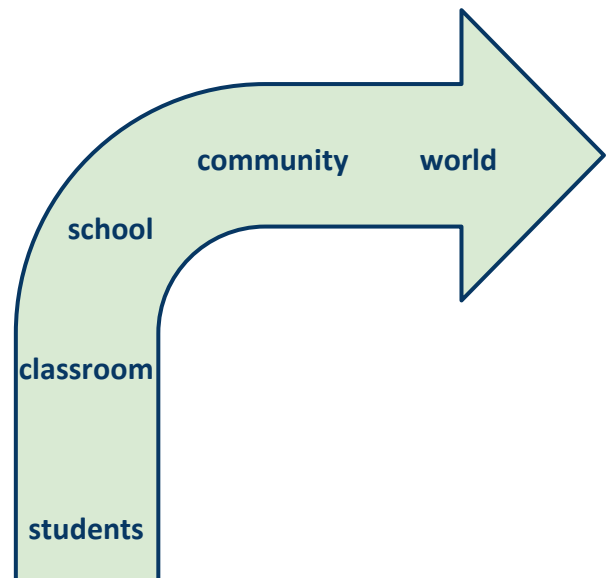
Select facts from the research done during the unit’s activities that highlight an immigration issue and have students design posters to create awareness around the school.

Community

Invite a speaker from a [community organization in NYC](#) who works to support immigrant students and families to talk to the class and respond to students’ questions.

World

Reach out to an [organization that works to support migrants at the southern border](#) and see if you can set up a virtual call, or have students write an email to offer their support.



Project: The Path Forward

Part A - Introducing the Project

Directions: In this unit we have been learning not just about stories of migration, but also how immigration laws and policies in the United States have affected ourselves, our communities and the world around us. For this project you'll take what you learned in this unit and turn it into advocacy by writing a letter to your United States representative outlining your priority for immigration reform—helping to guide the path forward.

Step #1: Find your United States representative.

- Go [here](#).
- Enter your Zip Code.
 - Note: You may need to enter a street address if your zip code overlaps with multiple congressional districts.
- Read about their background.
 - Note: This is typically found on the representative's "About" page.
- Explore the website to identify their stance or involvement on immigration.
 - Look for:
 - Any legislation they may have written or supported
 - Press releases or letters published on the site
 - The committees, subcommittees and caucuses that they serve on

Step #2: Identify what you want to write about.

- Review the materials that you completed in this unit:
 - Argument: Contemporary U.S. Immigration Law
 - Research: Immigration Laws in United States History
 - Review: Informational Texts on Immigration
 - Survey: Understanding Perspectives on Immigration
 - Symposium: Immigration Law Proposals
- Write a summary of what you learned that addresses the following questions:
What is your top priority for immigration reform in the United States? Why?

Section 3 - Unit Overview

This unit is intended to be for all students, regardless of their ancestral distance from migration, and adaptations for specific student populations and recommendations for course placement have been included in Section 4 and Section 7 for your consideration.

The unit is divided into 12 lessons with a total estimated teaching time of 1200 minutes. It is recommended that you create your own pacing calendar for the unit to fit your teaching schedule and local context. Teacher's Guides are linked in the Unit Map in Section 5 and within the Lesson Plans in Section 6.

The unit was built using the Grades 11-12 [New York State Next Generation ELA Standards](#) and features [grade-level texts](#) connected to the Moving Stories Mission and its enduring themes. Teachers can choose to use one or both of the short stories included in the unit, or select from [other recommended stories](#) or from a list of [additional recommended texts](#) to be more responsive to the students in their class. Read-Talk-Write cycles are embedded in the architecture of the unit, and Speaking and Listening standards are featured in every lesson, preparing students for the three [structured discussions](#) and the [Symposium](#) activity in the unit.

The unit includes multiple opportunities for students to meet grade-level writing and language standards. The [Research](#) and [Review](#) activities help students to build their background knowledge on key immigration laws and perspectives from United States history, as well as practice their summarizing skills. The [Survey](#) activity scaffolds students into a short-essay question similar to those found on the U.S. History and Government Regents exam, and the [Argument](#) activity mimics the Part 2 Argument essay on the ELA Regents exam. Finally, students will combine their research and advocacy in the culminating [project](#), a letter to their United States representative.

Section 4 - Adapting the Unit for Your Students

This unit has been written to be inclusive of all students—everyone has a moving story—but understanding how the unit may need to be adapted for the students in *your* classroom will be key to the unit’s success. While in Lesson 3 students will have the chance to self-describe their relationship to migration in the [Bar Chart: Our Migration Patterns](#) activity, you may want to consider the following based on your current knowledge of students as you plan the unit:

- For **students who have recently migrated**, think about how revisiting and sharing their migration stories may affect them. While the purpose of this unit is to normalize migration as a shared human experience, some students may have experienced trauma on their migration journey. Use the “Centering Activities” in the lessons to help students check in with themselves and their emotions.
- For **students whose ancestors have migrated**, their relationship with migration may seem distant at first—have students think about who in their family or community may have knowledge of their family’s migration story and encourage them to reach out to learn more.
- For **students who have ancestral roots connected to slavery**, it is important to acknowledge the difference between choosing to migrate and being forced to migrate, and, if appropriate, make connections to contemporary challenges of global refugees, including the main character of [“An Honest Exit,”](#) one of the short stories in the unit.
- For **students who are of American Indian/Native American heritage**, recognize that heritage in the Lesson 3 Bar Chart activity and encourage them to think about an example of domestic migration to use for their project (e.g., their family’s migration story may be moving to New York from another state, or moving from Brooklyn to Queens).
- For **students who may need more diverse texts** at different levels or more aligned to their cultural backgrounds, see these [recommended short stories](#) and list of [additional recommended texts](#).
- For **multilingual learners**, use the [Vocabulary Guide](#) to make home language connections and build their word and world knowledge during the unit. Additionally, pair the embedded scaffolds in the engineered texts (e.g., [“Fleeing, Leaving, Moving”](#)) with small group work to further support these students.
- For **students with disabilities**, consider how you might adapt the writing or speaking and listening activities to promote accessibility for students and match IEP goals.

Section 5 - Unit Map

RIM Driving Question:	How does sharing migration stories impact how we understand ourselves, our communities and the world around us?		
Lesson	1	2	3
Focus Question	What can the past teach us about our current immigration context in the United States?	What agreements should we make before we talk about immigration?	How can our perspectives on immigration be influenced—and limited—by our experiences?
Overview	In this launch to the unit, students will build the background knowledge on immigration laws and policies in United States history needed to prepare them for the unit's activities and project.	In this lesson students will discuss how to deal with different perspectives and co-create norms to reference before whole class discussions in the unit, creating a classroom environment that welcomes, affirms and learns from migration stories.	Students will begin an activity surveying people from different age demographics in their communities and finish their first short story looking at migration in literature.
Teacher Guides	Research: Immigration Laws in United States History	• Discussion Activity Options • Norm-Building Activity • Migration in Literature: "Fleeing, Leaving, Moving"	• Survey: Understanding Perspectives on Immigration • Migration in Literature: "Fleeing, Leaving, Moving"
Action Items	Save the K-W-L Chart: Migration for students to review, edit and update over the course of the unit.	Save the norms posters for reference and review during the unit.	Make sure that students complete their surveys and bring that data to the next lesson for analysis.

Lesson	4	5	6
Focus Question	How do political factors shape perspectives on immigration?	What factors are shaping the current immigration context in the United States?	Should the United States Congress pass comprehensive immigration legislation?
Overview	In this lesson students will begin a second short story looking at migration in literature, and then compile and analyze the survey results with their classmates.	Students will begin an Argument activity reviewing texts that look at whether the United States Congress should pass comprehensive immigration legislation, as well as complete the second short story of the unit.	Students will write the essay for their Argument activity and engage in a whole class discussion on the different perspectives that surround the topic of migration in the United States.
Teacher Guides	Survey: Understanding Perspectives on Immigration Migration in Literature: “An Honest Exit”	Argument: Contemporary U.S. Immigration Law Migration in Literature: “An Honest Exit”	Argument: Contemporary U.S. Immigration Law Discussion Activity Options
Action Items	Make sure that students save their Survey activity for later use in the unit’s activities and project.	Make sure that students have read and annotated each of the four texts of the Argument activity in preparation for the next lesson.	Make sure that students save their Argument activity for later use in the unit’s activities and project.

Lesson	7	8	9
Focus Question	What should the United States government prioritize in immigration reform?	How can stories of migration inform our perspectives and priorities on immigration?	What should the United States Congress prioritize in immigration legislation?
Overview	Students will begin preparing for a Symposium on immigration law proposals for the United States Congress, and begin a review of informational texts that connect to the unit's topics of migration and American society.	Students will continue preparing for their Symposium on immigration law proposals, and conclude their review of informational texts connected to migration and American society.	In this lesson, students will engage in their Symposium on immigration law proposals, leading to a preview of the culminating project for the unit.
Teacher Guides	Symposium: Immigration Law Proposals Review: Informational Texts on Immigration in America	Symposium: Immigration Law Proposals Review: Informational Texts on Immigration in America	Symposium: Immigration Law Proposals Project: The Path Forward
Action Items	Make sure that students save their Symposium and Review activities for the next lesson.	Make sure that students complete their Symposium activity in preparation for the next lesson.	Make sure that students have their activities from the unit ready to be used for the culminating project.

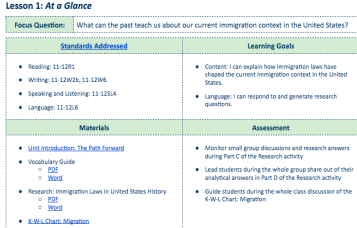
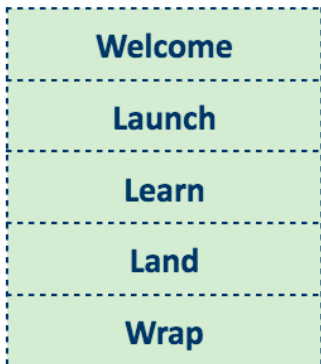
G11/12 Moving Stories Unit - The Path Forward

Re-Imagining MIGRATION

Lesson	10	11	12
Focus Question	How does my migration story impact my perspectives on immigration?	How can refining our writing help us to strengthen our message?	How does sharing migration stories impact how we understand ourselves, our communities and the world around us?
Overview	Students will use what they learned in the unit to draft a letter to their U.S. Representative outlining their proposals for immigration reform.	Students will engage in a peer review process to help revise and improve their letters.	In this culminating lesson, students will share their priorities, perspectives and learning in a reflective discussion that addresses their projects and the Driving Question for the unit.
Teacher Guides	Project: The Path Forward	Project: The Path Forward	• Project: The Path Forward • Discussion Activity Options
Action Items	Consider how you will have students save and share their letters for editing in the next lesson.	Consider how you will have students save and share their letters with you for a final assessment. Invite colleagues to the unit reflection discussion in the next lesson.	Consider how you will save students' letters for sharing with family and community members—and their representative!

Section 6 - Lesson Plans

The lesson plans in this unit are provided for you to take and to tailor for your students and local teaching context. Review the table below for some key features included in the plans to help you implement and adapt the lessons. You can [edit the lesson plans using this link](#).

Key Feature	Description
Lesson 1: At a Glance 	The At a Glance tables lay out the standards, learning goals, materials and assessment for each lesson. All student-facing materials are linked as PDFs for ease of display and printing and as Word versions so that you can edit them as needed for your students.
Time: 100 mins Welcome (10 mins)	Each lesson follows a learning progression and does not follow a set amount of time, such as a class period. As such, you will need to take the time estimates for each lesson and section and arrange them to fit your own teaching schedule and pace of students.
	The Welcome, Launch, Learn, Land, Wrap learning progression is the architecture for each lesson, with time estimates based on the activities that are included in that section. Additionally, learning activities may appear in different sections from lesson to lesson and are not reserved for a particular section because they are intentionally positioned to scaffold students to success in the following sections and lessons.
YOUR CHOICE→	Each YOUR CHOICE→ moment provides suggestions for how you can make these lessons and materials more responsive to your students and your teaching context.
Lessons: 1 2 3 4 5 6 7 8 9 10 11 12	

Lesson 1: *At a Glance*

Focus Question: What can the past teach us about our current immigration context in the United States?

<u>Standards Addressed</u>	Learning Goals
• Reading: 11-12R1 • Writing: 11-12W2b, 11-12W6 • Speaking and Listening: 11-12SL4 • Language: 11-12L6	• Content: I can explain how immigration laws have shaped the current immigration context in the United States. • Language: I can respond to and generate research questions.
Materials	Assessment
• Unit Introduction: The Path Forward • Vocabulary Guide ○ PDF ○ Word • Research: Immigration Laws in United States History ○ PDF ○ Word • K-W-L Chart: Migration	• Monitor small group discussions and research answers during Part C of the Research activity • Lead students during the whole group share out of their analytical answers in Part D of the Research activity • Guide students during the whole class discussion of the K-W-L Chart: Migration

Lesson 1: *Agenda*

Focus Question:	What can the past teach us about our current immigration context in the United States?
Time: 100 mins	Teaching Notes
Welcome (10 mins)	A) Have students read the Focus Question for the lesson. B) Display the Unit Introduction: The Path Forward slides. 1. Present in “Slideshow” mode to make use of the animations. 2. Discuss how the prefixes e- and im- can change the meaning of the word, “migration,” on slide 2. C) Display and distribute the Vocabulary Guide to students. 1. Introduce the word, “migration,” and its definition. 2. Have students put it into their own words by paraphrasing or translating into home languages. 3. Brainstorm ideas to add to the “migration” concept map in the right-hand column. 4. Have students save the Vocabulary Guide for later use in the unit.
Launch (10 mins)	Display the Unit Introduction: The Path Forward slides and distribute the Research: Immigration Laws in United States History activity to students. 1. Tell students to look at Part A of the Research activity, read the directions, and display the image on slide 3 of the Unit Introduction for the unpacking routine. 2. Tell students to look at Part B of the Research activity, read the directions, and display slide 4 of the Unit Introduction to introduce the Driving Question for the unit. 3. Use the Teacher’s Guide to clarify responses.

Learn (50 mins)	YOUR CHOICE→ Part C of Research: Immigration Laws in United States History • In Part C you will assign students to research and share one of five influential immigration laws from United States history. Based on your knowledge of students, you can either assign them a law to research or have them research the law that they are interested in. • For additional scaffolding, you may want to research Section 1 of the 14th Amendment together as a whole class before breaking out into groups to research the other laws. Display the Research: Immigration Laws in United States History activity. 1. Tell students to look at Part C of the Research activity and read the directions. 2. Provide time for students to read about the Naturalization Act of 1790, and then work through the questions and answers in the model. 3. Assign students to the law that they will research in the activity. 4. Use the Teacher's Guide for research guidance and possible answers. ○ Check in with students as they research to clarify any misunderstandings before they share out in the next step. 5. When students are ready, arrange them into “jigsaw” groups so they can share and receive information about the other immigration laws.
Land (20 mins)	Display the Research: Immigration Laws in United States History activity. 1. Tell students to look at Part D of the Research activity and read the directions. 2. Have students work together to respond to the questions. 3. Share out together as a whole class. 4. Use the Teacher's Guide for possible answers.
Wrap (10 mins)	Display the K-W-L Chart: Migration and have students refer to the Research: Immigration Laws in United States History activity.

1. Tell students to look at Part E of the Research activity, read the directions, and display the K-W-L Chart: Migration.
2. Show the model statement and question in the first row of the table.
3. Have students come up with things that they currently know for the “K” column and then develop questions to extend that knowledge in the middle “W” column.
4. Leave the “L” column blank for now—students will have the chance to update the chart with what they learned in Lessons 3, 6 and 12.
5. Save the chart for later use in the unit.

Lesson 2: *At a Glance*

Focus Question: What agreements should we make before we talk about immigration?

<u>Standards Addressed</u>	Learning Goals
• Reading: 11-12R2, 11-12R4 • Writing: 11-12W2a • Speaking and Listening: 11-12SL1b, 11-12SL1d • Language: 11-12L5a, 11-12L6	• Content: I can establish conditions with my peers to describe how we will talk about immigration in this unit. • Language: I can evaluate similarities and differences in short responses with peers, integrating them to create new ideas.
Materials	Assessment
• Discussion #1: Justice • Vocabulary Guide ○ PDF ○ Word • “Fleeing, Leaving, Moving” by Adi Alsaid ○ PDF ○ Word • Bar Chart: Our Migration Patterns	• Review students’ written responses in the Vocabulary Guide • Monitor students’ conversations during Discussion #1: Justice and the norm-building activity • Clarify students’ answers during the whole class share out of the Part 1 Discussion Questions in “Fleeing, Leaving, Moving”

Lesson 2: Agenda

Focus Question:	What agreements should we make before we talk about immigration?
Time: 90 mins	Teaching Notes
Welcome (15 mins)	YOUR CHOICE→ Centering Activities in the Unit - Throughout the unit, you'll have the opportunity to have students engage in "centering activities," which can help students both enter and exit the potentially difficult conversations and materials that they may engage with in the unit. For more ideas on how to foster critical conversations, see this resource from Learning for Justice. A) Have students engage in a Centering Activity. - Display a list of emojis to students (or ask them to look at their phones if permissible) and have them select an emoji in response to the question, "How does the topic of migration make you feel?" - Have students turn-and-talk to share their selection with a partner. Repeat with another partner or more so that students get to hear from at least two other perspectives. - Conclude the activity by telling students that for many people, the topic of migration can be very personal and the issue of immigration—especially in a country that is politically divided on the issue, like the United States—can be emotional, so it will be important that the class establishes some conditions and norms to engage respectfully and productively in the unit. B) Have students read the Focus Question for the lesson. C) Display the Vocabulary Guide and ask students to find their copies. - Introduce the word, "justice," and its definition. - Have students put it into their own words by paraphrasing or translating into home languages.

3. Prompt students to respond to the question using an example from their own life.
4. Have students keep the Vocabulary Guide open for the first question in Discussion #1.

Launch (25 mins)

A) Tell students that you will now have your first class discussion in the unit to help co-create norms for future discussions and activities in the unit.

YOUR CHOICE → [Discussion Activity Options](#)

- Choose the discussion activity option that you think will be most engaging and appropriate for your students, or use a discussion protocol that you prefer to use with students.
- Whichever option you choose—make sure to find ways for all students to share comfortably and practice listening respectfully with a focus on learning from their classmates.

B) Display the [Discussion #1: Justice](#) slides.

1. Have students respond to question #1 using the responses from the Vocabulary Guide as support.
2. Have students respond to question #2 using the linked definitions as support.
3. Write students' relevant ideas from question #3 on a shared space for later reference in the norm-building activity.
4. Have students save the Vocabulary Guide for later use in the unit.

YOUR CHOICE → [Norm-Building Activity](#)

- You can choose to use this norm-building activity or an alternative that you think will be the most engaging and appropriate for your students.
- If you have already created classroom norms with students, have students collectively evaluate and decide if they should add norms more specific to the topic of migration.
- Whichever norm-building approach you choose—encourage students to publicly demonstrate their agreement and support (e.g., by having students sign their names on the norms posters).

C) Display the [Norms Poster Activity](#) (the activity starts on slide 5 after the opening discussion) and have students create classroom norms for the unit.

1. Arrange the materials for the poster activity.
2. Walk students through the prompts on slides 6-8, making sure to review and organize the sticky note responses together as a class.
3. Have students present their posters and all students sign on in agreement.
4. Display the posters for reference during the unit.

Learn (30 mins)

YOUR CHOICE→ Migration in Literature Options

- Both of the short stories provided in the unit ([“Fleeing, Leaving, Moving”](#) and [“An Honest Exit”](#)) have been divided into two parts to match the structure of the lessons in the unit, however, you may want to adjust the pacing, the amount of text or the time allotted for the literature-based activities in Lessons 2-5 based on your knowledge of students and their reading fluencies. Additionally, it is not necessary that students read both texts to complete the unit activities, so you can also choose to read only one of the stories if it makes more sense for your pacing.
- For students who are proficient with technology, you may want to use the embedded features on Sora to highlight words and phrases.
- You can choose to have students read the story independently, in small groups, or together as a whole class.
- [Teacher Guides](#) are included to support your instruction and students’ reading comprehension.
- If you are looking for texts that are more responsive to the students in your classroom, check out these [additional story reviews from *Come On In* and *The Penguin Book of Migration Literature*](#), and these [other recommended texts](#).

Display and distribute the [“Fleeing, Leaving, Moving”](#) story to students.

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	1. Tell students that they will be reading about a story of migration from literature over the next two lessons. Explain that although fictional stories may not be “true,” they contain ideas and themes that can help us understand how migration impacts ourselves, our communities and the world around us. 2. Preview the story by looking at the characters and the places on the map. ○ You may want to ask students if they have ever been to these places, have family or ancestors who lived there, or generally what they know about the history of the regions. 3. Have students read Part 1 and respond to the Guiding Questions.
Land (15 mins)	Display the Part 1 Discussion Questions in “Fleeing, Leaving, Moving”. 1. Have students respond to the Discussion Questions individually and then discuss with their peers as partners or in small groups. 2. Share out as a whole class, using the Teacher’s Guide to provide clarifications if needed. 3. If applicable, make connections from the story to the discussion and norm-building activities that students did earlier in the lesson.
Wrap (5 mins)	Display the Bar Chart: Our Migration Patterns. 1. Read the question and possible responses. 2. Tell students that you will begin the next lesson by completing the bar chart together as a class. 3. If students do not know the best response to the question, tell them to reach out to a family member who might know the answer.

Lesson 3: *At a Glance*

Focus Question:

How can our perspectives on immigration be influenced—and limited—by our experiences?

<u>Standards Addressed</u>	Learning Goals
• Reading: 11-12R2, 11-12R6 • Writing: 11-12W2a • Speaking and Listening: 11-12SL1c • Language: 11-12L4a, 11-12L6	• Content: I can explain how our perspectives on immigration can be influenced by our experiences. • Language: I can create a clear and measurable question to investigate a topic.
Materials	Assessment
• Bar Chart: Our Migration Patterns • Vocabulary Guide ◦ PDF ◦ Word • Survey: Understanding Perspectives on Immigration ◦ PDF ◦ Word • “Fleeing, Leaving, Moving” by Adi Alsaid ◦ PDF ◦ Word	• Review students’ written responses in the Vocabulary Guide • Clarify students’ answers during the whole class share out of the Part 2 Discussion Questions in “Fleeing, Leaving, Moving”

Lesson 3: Agenda

Focus Question:	How can our perspectives on immigration be influenced—and limited—by our experiences?
Time: 95 mins	Teaching Notes
Welcome (20 mins)	YOUR CHOICE→ Bar Chart: Our Migration Patterns - Based on your knowledge of students and their backgrounds, you may want to have students share their responses anonymously instead of sharing responses in front of their peers. - The question, “Why did _____ leave their home country?” in step 5 may be unknown or potentially uncomfortable for some students to discuss in front of their peers—move on to the following Vocabulary Guide activity if you think that this question is not appropriate at this time. (Although one of the goals of this unit is to normalize these questions!) - This activity can be facilitated using a digital display, but you may also want to consider printing the bar chart or creating a larger interactive display on a chalkboard or markerboard. A) Display the Bar Chart: Our Migration Patterns. - Read the question and possible responses. - Have students raise their hand for the response that fits them best. - Count and record the total # of students for each category on the bar chart. - Extend the activity by asking students, “Why did _____ leave your/their home country?” - Add any new knowledge or questions that may come up to the K-W-L Chart: Migration. - Take a screenshot or picture of the bar chart to reference in Lesson 10. B) Display the Vocabulary Guide and ask students to find their copies. - Introduce the word, “perspective,” and its definition.

	- Have students put it into their own words by paraphrasing or translating into home languages. - Prompt students to respond to the question using an example from their own life or something that they have read about. - Have students share with a partner or in small groups if you feel that they are ready to share. - Have students save the Vocabulary Guide for later use in the unit. C) Have students read the Focus Question for the lesson.
Launch (25 mins)	A) Distribute the Survey: Understanding Perspectives on Immigration activity and display Part A to students. - Tell students to look at Part A of the Survey activity, read the directions, and clarify any of the prompts in the boxes for students. - Have students stand up and try to find a person who matches the prompt for each of the boxes. Encourage students to try to get a different person for each box (or maybe no more than 2 boxes per person depending on the number of students in your class). - When students are finished, have students share out and celebrate their responses (i.e., this is an opportunity to demonstrate a positive perspective on immigration for students). YOUR CHOICE→ Part B of the Survey: Understanding Perspectives on Immigration activity - There are several decisions to make before you ask students to conduct the surveys of the different age demographics in Part B. Review the Teacher's Guide for those decision points. - The next lesson will prompt students to analyze their survey responses, so you may want to adjust the pacing as needed based on your calendar. B) Display Part B of the Survey: Understanding Perspectives on Immigration activity to students. - Tell students to look at Part B of the Survey activity and read the directions. - Read through each of the survey questions and possible responses, and then clarify students' questions as needed.

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	- Have students create their own question for #6 individually, in small groups, or together as a whole class. - Help students brainstorm who they could ask from each age demographic and how (e.g., they could text their 43-year old aunt, they could talk to their next-door neighbor who is 77). - Respond to students' questions as needed and have them save the Survey activity for later use in the unit.
Learn (30 mins)	Display <u>"Fleeing, Leaving, Moving"</u> and ask students to find their copies. - Have students review their predictions for Part 2 from question 5 of the Part 1 Discussion Questions. - Tell students that today they will be reading the conclusion of the story. - Have students read Part 2 and respond to the Guiding Questions.
Land (15 mins)	Display the Part 2 Discussion Questions in <u>"Fleeing, Leaving, Moving"</u>. - Have students respond to the Discussion Questions individually and then discuss with their peers as partners or in small groups. - Share out as a whole class, using the <u>Teacher's Guide</u> to provide clarifications if needed. - If applicable, make connections from the story to the Research and Survey activities. - Have students save the story for later use in the unit or collect it as an assessment of learning.
Wrap (5 mins)	B) Display Part B of the <u>Survey: Understanding Perspectives on Immigration</u> activity to students. - Remind students of the survey assignment that they will need to complete before the next lesson. - Have students re-read the Focus Question for the lesson and make connections to the Survey activity by asking the question, "Why is it important to talk to people from different backgrounds and/or age groups?" - Possible Answers: <i>Our personal perspectives are limited by our own experiences, which is</i>

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one reason why we need to talk to people from different backgrounds. / Our elders might have more first-hand knowledge of our ancestors' migration stories, and they can share insights that we can only get if we ask and listen to them.

Lesson 4: *At a Glance*

Focus Question:

How do political factors shape perspectives on immigration?

<u>Standards Addressed</u>	Learning Goals
• Reading: 11-12R1, 11-12R5 • Writing: 11-12W1, 11-12W6 • Speaking and Listening: 11-12SL1c, 11-12SL4 • Language: 11-12L6	• Content: I can identify how governments and politics can influence people's perspectives on immigration. • Language: I can write a short essay that uses clear and relevant evidence to support a claim.
Materials	Assessment
• Vocabulary Guide ○ PDF ○ Word • Survey: Understanding Perspectives on Immigration ○ PDF ○ Word • "An Honest Exit" by Dinaw Mengestu ○ PDF ○ Word	• Review students' choices in the Vocabulary Guide and discuss • Monitor students' responses for use of evidence during the whole class share out of Part D in the Survey activity • Assess students' short essays from Part E of the Survey activity • Clarify students' answers during the whole class share out of the Part 1 Discussion Questions in "An Honest Exit"

Lesson 4: Agenda

Focus Question:	How do political factors shape perspectives on immigration?
Time: 135 mins	Teaching Notes
Welcome (15 mins)	A) Have students engage in a Centering Activity. 1. Students may come in with some emotions related to having to talk to different people for the Survey activity and record responses that may differ from their own perspectives. 2. Have students turn-and-talk to share their “polling” experience with another classmate. If you think students are ready, ask them to share a few thoughts with the whole class. 3. Conclude the activity by telling students that talking to people of different backgrounds—even if they are very similar to us in their identity but from another generation—can often be challenging, but learning how to talk to people who are different than we are or have different perspectives than we do is a skill and the way to move our political collaborations forward. B) Have students read the Focus Question for the lesson. C) Display the Vocabulary Guide and ask students to find their copies. 1. Introduce the word, “political,” and its definition. 2. Have students put it into their own words by paraphrasing or translating into home languages. 3. Prompt students to circle the examples in the table that they think best answer the question. ○ Examples: <i>no representation in government, being jailed for attending a political rally, war, not being able to freely practice your religion</i> ○ Not examples: <i>no opportunities to find a job in the career that you studied for, looking for better health care options in a larger city, climate change, presence of family and friends in another country, pressure to join or support a violent neighborhood gang (note that this is currently a cause for seeking an asylum claim, but may not necessarily be connected to a</i>

	government) - After you have reviewed the examples/not examples with students, have them consider a “not example” like climate change, which is currently not a factor that someone could use to claim a refugee or political asylum status, but does involve governments, politics, and civil action. - Have students save the Vocabulary Guide for later use in the unit.
Launch (10 mins)	Display Part C of the Survey: Understanding Perspectives on Immigration activity and ask students to find their copies. - Tell students to look at Part C of the Survey activity and read the directions. - Have students review their own responses individually and assess which question(s) had the greatest alignment across the different age groups. - When students are ready, have them share their personal survey data and assessments with a partner.
Learn (50 mins)	A) Display Part D of the Survey: Understanding Perspectives on Immigration activity to students. - Tell students to look at Part D of the Survey activity and read the directions. - Aggregate the data together as a whole class, or have students aggregate them in small groups or complete the questions individually using their own data. - When students are ready, have them share their responses together as a whole class. Encourage students to make statements using evidence from the Survey in their responses (e.g., “75% of the people that our group surveyed said that they were “Not very confident” that the U.S. government could address current immigration issues.”) YOUR CHOICE→ Part E of Survey: Understanding Perspectives on Immigration - Part E is modeled after the Short-Essay Questions found on the NYS Regents Exam in United States History and Government, and the essay can be constructed using background knowledge and the data from the Survey activity. However, based on your knowledge of students and their familiarity with the topics, you may want to model how to find and connect information to help

construct a response. See the [Teacher's Guide](#) for some ideas.

B) Display Part E of the [Survey: Understanding Perspectives on Immigration](#) activity to students.

1. Tell students to look at Part E of the Survey activity and read the directions.
2. Have students write their responses.
3. Have students save the Survey activity for later use in the unit or collect it as an assessment of learning.

Land (45 mins)

YOUR CHOICE→ Migration in Literature Options

- The short story [“An Honest Exit”](#) has been divided into two parts to match the structure of the lessons in the unit, however, you may want to adjust the pacing, the amount of text or the time allotted in Lessons 4-5 based on your knowledge of students and their reading fluencies. It is not necessary that students read this text to complete the other activities in the unit, so you can choose to read a different text or skip this story altogether if it makes sense for your pacing.
- For students who are proficient with technology, you may want to use the embedded features on Sora to highlight words and phrases.
- You can choose to have students read the story independently, in small groups, or together as a whole class.
- A [Teacher's Guide](#) is included to support your instruction and students' reading comprehension.
- If you are looking for texts that are more responsive to the students in your classroom, check out these [additional story reviews from *Come On In* and *The Penguin Book of Migration Literature*](#), and these [other recommended texts](#).

Display and distribute [“An Honest Exit”](#) story to students.

1. Tell students that they will be reading about a story of migration from literature over the next two lessons. Explain that although fictional stories may not be “true,” they contain ideas and

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	themes that can help us understand how migration impacts ourselves, our communities and the world around us. 2. Preview the story by looking at the characters and the places on the map. - o You may want to ask students if they have ever been to these places, have family or ancestors who lived there, or generally what they know about the history of the regions. 3. Have students read Part 1 and respond to the Guiding Questions.
Wrap (15 mins)	Display the Part 1 Discussion Questions in “An Honest Exit”. 1. Have students respond to the Discussion Questions individually and then discuss with their peers as partners or in small groups. 2. Share out as a whole class, using the Teacher’s Guide to provide clarifications if needed. 3. If applicable, make connections from the story to the Vocabulary Guide word study and the Survey activity that students did earlier in the lesson.

Lesson 5: *At a Glance*

Focus Question: What factors are shaping the current immigration context in the United States?

<u>Standards Addressed</u>	Learning Goals
• Reading: 11-12R1, 11-12R3, 11-12R6, 11-12R8 • Writing: 11-12W5, 11-12W7 • Speaking and Listening: 11-12SL2 • Language: 11-12L4	• Content: I can connect multiple factors to explain the current immigration context in the United States. • Language: I can read complex literary and informational texts and analyze evidence to explain the author's choices and/or a complex set of ideas.
Materials	Assessment
• Vocabulary Guide ◦ PDF ◦ Word • Visualizing the Argument: Contemporary U.S. Immigration Law • Argument: Contemporary U.S. Immigration Law ◦ PDF ◦ Word • "An Honest Exit" by Dinaw Mengestu ◦ PDF ◦ Word	• Review students' True/False statements in the Vocabulary Guide and discuss • Monitor students' conversations and responses during the preview to the Argument activity • Elicit questions from students as needed to check their reading comprehension in the Argument activity • Clarify students' answers during the whole class share out of the Part 2 Discussion Questions in "An Honest Exit"

Lesson 5: Agenda

Focus Question:	What factors are shaping the current immigration context in the United States?
Time: 150 mins	Teaching Notes
Welcome (10 mins)	A) Display the Vocabulary Guide and ask students to find their copies. 1. Introduce the word, “asylum,” and its definition. 2. Have students put it into their own words by paraphrasing or translating into home languages. 3. Prompt students to skim the USCIS website on asylum and select the correct response for each statement. ○ Answer Key: 1) True 2) False 3) True 4. After you have reviewed the responses with students, have them consider how seeking “asylum” is a different type of migration than, for example, economic migration. 5. If applicable, have students think about which main character from the stories that they read in the unit might qualify for “asylum.” ○ Possible answer: <i>Shmuli is not a migrant seeking asylum because he is entering the country on a student visa, whereas Yosef (the main character in “An Honest Exit”) was forced to leave his home for political reasons and would qualify for asylum.</i> 6. Have students save the Vocabulary Guide for later use in the unit. B) Have students read the Focus Question for the lesson.
Launch (20 mins)	YOUR CHOICE→ Visualizing the Argument: Contemporary U.S. Immigration Law ● These slides feature infographics taken from the texts and/or sources cited in the texts for the Argument activity, and are included for you to facilitate a knowledge-building discussion and preview of the texts. However, based on your knowledge of students you may want to print them out and have students look at them in a station activity in small groups or in a gallery walk

as a whole class. However you choose to facilitate the preview, it is strongly recommended that you use the thinking routine suggested on slide 2.

Display the [Visualizing the Argument: Contemporary U.S. Immigration Law](#) slides and lead students in a preview of the Argument activity.

1. Explain to students that over the next two lessons they will be learning more about the current context surrounding immigration in the United States and taking a position on what Congress should do regarding comprehensive immigration reform. In order to do that, first they are going to look at some infographics to preview the texts using a thinking routine.
2. Show students “The 3 Whys” Routine and questions on slide 2.
3. Model the routine for the class with the map and the graph from Text 1 on slide 3. Use the Teacher’s Notes below the slide to support your instruction.
4. Have students complete the routine for the infographics from Texts 2-4.
5. Share out together as a whole class and clarify student responses using the Teacher’s Notes as needed.

Learn (60 mins)

YOUR CHOICE→ [Argument: Contemporary U.S. Immigration Law](#)

- This activity is modeled after the Part 2 Argument Essay on the NYS Regents Exam in English Language Arts, and the essay can be constructed using the texts provided in the activity. However, based on your knowledge of students and their reading skills, you may want to model how to identify evidence in Text 1 before releasing students to do the same for Texts 2-4.
- You can have students do this activity independently, or provide as needed scaffolding by having students work with a partner or in a small group to read, discuss, and annotate the texts. Encourage students to use context and resource materials to determine unknown words.
- For guidance on helping Newcomer English language learners on the ELA Regents exam, and in particular to support the Part 2 essay, review this [ELA Regents Prep Guide for Newcomer ELLs](#).

Display and distribute the [Argument: Contemporary U.S. Immigration Law](#) activity to students.

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	1. Read the Directions, Topic, Your Task and Guidelines with students. 2. Remind students of the infographics activity that they just completed to preview the texts. 3. Have students read through the texts and identify evidence to write a well-developed argument (they will have time to plan and write the essay in the next lesson).
Land (45 mins)	Display <u>"An Honest Exit"</u> and ask students to find their copies. 1. Have students review their prediction for Part 2 from question 4 of the Part 1 Discussion Questions. 2. Tell students that today they will be reading the conclusion of the story. 3. Have students read Part 2 and respond to the Guiding Questions.
Wrap (15 mins)	Display the Part 2 Discussion Questions in <u>"An Honest Exit"</u>. 1. Have students respond to the Discussion Questions individually and then discuss with their peers as partners or in small groups. 2. Share out as a whole class, using the <u>Teacher's Guide</u> to provide clarifications if needed. 3. If applicable, make connections from the story to the Vocabulary Guide word study and the Argument activity that students did earlier in the lesson.

Lesson 6: *At a Glance*

Focus Question: Should the United States Congress pass comprehensive immigration legislation?

<u>Standards Addressed</u>	Learning Goals
• Reading: 11-12R1, 11-12R8 • Writing: 11-12W1, 11-12W5 • Speaking and Listening: 11-12SL1 • Language: 11-12L3	• Content: I can use evidence to defend a position on whether the United States Congress should pass comprehensive immigration legislation. • Language: I can present my ideas in writing fully and thoughtfully, using a wide range of evidence to support my analysis.
Materials	Assessment
• Vocabulary Guide ○ PDF ○ Word • Argument: Contemporary U.S. Immigration Law ○ PDF ○ Word • Discussion #2: Perspective • K-W-L Chart: Migration	• Review students' written responses in the Vocabulary Guide • Use the rubric included in the Teacher's Guide to assess students' Argument essays • Monitor students' conversations during Discussion #2: Perspective • Guide students during the whole class discussion of the K-W-L Chart: Migration

Lesson 6: Agenda

Focus Question:	Should the United States Congress pass comprehensive immigration legislation?
Time: 100 mins	Teaching Notes
Welcome (10 mins)	A) Have students read the Focus Question for the lesson. B) Display the Vocabulary Guide and ask students to find their copies. 1. Introduce the word, “compromise,” and its definition. 2. Have students put it into their own words by paraphrasing or translating into home languages. 3. Prompt students to respond to the question using an example from their own life or something that they have read about. 4. Have students share with a partner or in small groups. 5. Ask students if it is possible for members of the United States Congress to compromise and pass comprehensive immigration legislation, bringing in ideas that they remember from the texts that they read for the Argument activity in the previous lesson. 6. Have students save the Vocabulary Guide or collect it as an assessment of learning, making sure to return it for later use in the unit.
Launch (20 mins)	YOUR CHOICE→ Argument: Contemporary U.S. Immigration Law • This activity is modeled after the Part 2 Argument Essay on the NYS Regents Exam in English Language Arts. If you want to have students do this activity independently, you can skip over the collaborative charting of evidence suggested in this part of the lesson. • Use the rating guide and the rubric in the Teacher’s Guide as models to help students develop their content and analysis; command of evidence, organization, and control of conventions.

	Display the Argument: Contemporary U.S. Immigration Law activity and ask students to find their copies. 1. Make a T-chart on a whiteboard or digital display. 2. Write the Topic question at the top and have students come up with a claim that supports a “Yes” response and a “No” response and add it to the two columns below the question. 3. Divide students into 8 groups and have each group look for evidence in a particular text to support one of the claims (e.g., Evidence from Text 1 to support a “Yes” response, etc.). 4. Review and chart the evidence, making clarifications as needed to support students’ responses. 5. Keep the T-chart displayed for students as they write their essays in the next part of the lesson.
Learn (40 mins)	Prompt students to begin writing their Argument essay. 1. If students need more space to write their essay than what is provided in the student guide, provide lined paper for them to practice their handwritten responses. 2. If students need more time outside of this time during the lesson, have them complete the essay outside of class and turn it in at the beginning of the next lesson. 3. Collect the Argument activity as an assessment of learning, making sure to return it for later use in the unit.
Land (20 mins)	A) Tell students that you will now have your second class discussion and review the norms that you co-created earlier in the unit. YOUR CHOICE→ Discussion Activity Options • Choose the discussion activity option that you think will be most engaging and appropriate for your students, or use a discussion protocol that you prefer to use with students. • Whichever option you choose—make sure to find ways for all students to share comfortably and practice listening respectfully with a focus on learning from their classmates.

	B) Display the Discussion #2: Perspective slides. 1. Have students respond to questions using the sentence starters for support. 2. If helpful, remind students of the word studies in the Vocabulary Guide, as well as the Survey and Argument activities to connect to the discussion questions.
Wrap (10 mins)	Display the K-W-L Chart: Migration. 1. Have students review the questions that they wrote in the “W” column. 2. Help students make connections to any relevant research that they have done so far in the unit. 3. If applicable, add any potential new learnings to the “L” column. 4. Have students generate new questions for the “W” column—they will get a chance to revisit this chart at the end of the unit in Lesson 12.

Lesson 7: *At a Glance*

Focus Question: What should the United States government prioritize in immigration reform?

<u>Standards Addressed</u>	Learning Goals
• Reading: 11-12R1, 11-12R3, 11-12R9 • Writing: 11-12W1e, 11-12W5 • Speaking and Listening: 11-12SL2 • Language: 11-12L3	• Content: I can identify different viewpoints on immigration reform in the United States. • Language: I can examine multiple sources to find evidence that is credible, reliable and relevant.
Materials	Assessment
• Symposium: Immigration Law Proposals ○ PDF ○ Word • Review: Informational Texts on Immigration in America ○ PDF ○ Word	• Monitor students' initial rounds of research in the Symposium activity • Review students' summaries and connections to the informational texts in the Review activity

Lesson 7: Agenda

Focus Question:	What should the United States government prioritize in immigration reform?
Time: 100 mins	Teaching Notes
Welcome (20 mins)	A) Have students engage in a Centering Activity. 1. This lesson begins the second half of the unit, so check in with students to see how they are feeling and reacting to the content. 2. Have students turn-and-talk to respond to the question, “What do you do when you hear someone say something that you think or know to be incorrect?” 3. Conclude the activity by telling students that over the next three lessons they are going to engage in an activity that will emphasize reviewing credible sources for reliable information, specifically working on strategies to use fact-based evidence in writing and discussion. B) Have students read the Focus Question for the lesson. YOUR CHOICE→ Symposium: Immigration Law Proposals • This activity will ask students to research a question on immigration using credible sources, but your knowledge of students and their ability to do that will be critical to the success of the symposium. Review the entire Teacher’s Guide before students select their research questions. C) Display and distribute the Symposium: Immigration Law Proposals activity to students. 1. Tell students to look at Part A and read the directions. 2. Read through “The Scenario” and set the date for the subcommittee meeting. 3. Read through “Your Task” and respond to students’ questions as needed.

Launch (30 mins)

Display the [Symposium: Immigration Law Proposals](#) activity to students.

1. Tell students to look at Part B and read the directions.
2. Explain to students that this is a model for them to follow for their research and preparation for the subcommittee meeting.
3. Provide time for students to review the model and ask questions. (If time allows, you might want to have students read the sources for the model linked in the bottom row of the table.)
4. Tell students to look at Part C and read the directions.
5. Review the questions with students and provide time for them to select the question that they are going to research for the activity.
6. Tell students to look at Part D and read the directions.
7. Provide time for students to explore the linked research sources. (Note that some of the publications [e.g., NPR, New York Times] include a search bar feature where students can type in keywords from the questions to sort the articles, while for other publications students can use the “Control/Command Find” feature on their devices or skim the headlines to find articles connected to their question.)
8. Tell students to look at Part E and read the directions.
9. Prompt students to transfer the question from Part C to the first row of the table and have them draft their “Initial Response” to the question.
10. Have students save the Symposium activity for later use in the lesson.

Learn (15 mins)

YOUR CHOICE→ The structure of Lessons 7, 8 and 9

- Lessons 7-9 are ordered so that students can have additional time outside of class to research for the subcommittee meeting, but if you feel that it would be best to have your students continue working on the Symposium activity until they are finished, you might want to consider moving the Review activity towards a later lesson in the unit and continue working on with the Symposium activity.

	YOUR CHOICE→ Review: Informational Texts on Immigration in America - This activity helps to balance the “Migration in Literature” focus from earlier in the unit by providing students the opportunity to read informational texts on immigration in America. You can choose to assign students to texts or have them choose the text that they want to review. See the Teacher’s Guide for suggestions. Display and distribute the Review: Informational Texts on Immigration in America activity to students. - Tell students to look at Part A and read the directions. - Explain to students that this is a model for them to follow as they read their informational text. - Provide time for students to review the model and ask questions. (If time allows, you might want to have students read the text for the model linked in the top row.) - Have students circle the text that they are going to review for Part B.
Land (30 mins)	Display the Review: Informational Texts on Immigration in America activity to students. - Tell students to look at Part B and read the directions. - Have students read their text and complete the table in preparation to share in Part C. - Check in with students to provide clarifications as needed to support their summaries of the text and their connections to the unit’s topics. - Have students save the Review activity for later use in the unit.
Wrap (5 mins)	Display the Symposium: Immigration Law Proposals activity and ask students to find their copies. - Tell students to look at Part E and read the directions. - Preview the task for students and provide clarifications to any questions. - Assign a research goal in preparation for the next lesson (e.g., “Each student should find two articles to read and research for their question.”)

Lesson 8: *At a Glance*

Focus Question: How can stories of migration inform our perspectives and priorities on immigration?

<u>Standards Addressed</u>	Learning Goals
• Reading: 11-12R1, 11-12R3, 11-12R9 • Writing: 11-12W1e, 11-12W5 • Speaking and Listening: 11-12SL1a, 11-12SL2 • Language: 11-12L3	• Content: I can describe how different types of migration stories can inform people's viewpoints on immigration. • Language: I can synthesize information from multiple sources to form a clear and coherent argument.
Materials	Assessment
• Symposium: Immigration Law Proposals ○ PDF ○ Word • Review: Informational Texts on Immigration in America ○ PDF ○ Word • Symposium: Immigration Law Proposals	• Monitor students' sharing during group and whole class rounds in the Review activity • Evaluate students' research and synthesis in the Symposium activity

Lesson 8: Agenda

Focus Question:	How can stories of migration inform our perspectives and priorities on immigration?
Time: 100 mins	Teaching Notes
Welcome (10 mins)	A) Have students engage in a Centering Activity. 1. Students may come in with some emotions related to their research for the Symposium activity and encountering perspectives that may be different than their own or disparaging to their family's identity and/or migration status. 2. Have students turn-and-talk to share their research experience with another classmate. If you think students are ready, ask them to share a few thoughts with the whole class. 1. Conclude the activity by reminding students that understanding different perspectives—and the legitimate or faulty logic that supports them—is a skill that we must learn and exercise in a working democracy. B) Have students read the Focus Question for the lesson.
Launch (25 mins)	YOUR CHOICE→ Part C of the Review: Informational Texts on Immigration in America activity • Depending on how you set up the texts for review and the time available in your class, you may want to have students share with one, two or more groups in Part C. See the Teacher's Guide for suggestions. Display the Review: Informational Texts on Immigration in America activity and ask students to find their copies. 1. Tell students to look at Part C and read the directions. 2. Have one group share the text that they reviewed with another group and exchange, repeating as

	needed based on your local decisions. - When the groups are finished, have them notice similarities and/or differences between the authors, historical contexts, and connections to the unit's topics. - Share out as a whole group by asking the question, "How did migration stories shape and inform these authors' perspectives on immigration?" - Possible Answers: <i>Answers will vary depending on the particular author, but encourage students to think about "migration stories" more broadly to include stories that we learned about from history, data, migration trends, as well as personal migration stories.</i> - Have students save the Review activity for later use in the unit or collect it as an assessment of learning.
Learn (45 mins)	Display the Symposium: Immigration Law Proposals activity and ask students to find their copies. - Tell students to look at Part E and review the directions. - Review the task with students and provide clarifications to any questions. - Prompt students to complete the research table in Part E. - Check in with students to provide clarifications as needed to support their research and summarizing.
Land (10 mins)	Display the Symposium: Immigration Law Proposals activity. - Tell students to look at Part F and review the directions. - Read the questions with students and provide clarifications as needed. - Prompt students to complete the questions. - If time allows, you may want to have students "mingle" and share their responses to the questions that they researched.
Wrap (10 mins)	Preview the subcommittee meeting for the Symposium activity. Tell students that they should be prepared to participate in the subcommittee meeting in the

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next lesson.

2. Preview any local decisions that you made for how students will participate and provide time for students to ask questions.
3. If time allows, you may want to preview the [questions and prompts](#) and/or the [rubric](#) ahead of the subcommittee meeting.

Lesson 9: *At a Glance*

Focus Question: What should the United States Congress prioritize in immigration legislation?

<u>Standards Addressed</u>	Learning Goals
• Reading: 11-12R9 • Writing: 11-12W1c • Speaking and Listening: 11-12SL1, 11-12SL2, 11-12SL3 • Language: 11-12L6	• Content: I can take an evidence-based position on what the United States Congress should prioritize in immigration legislation. • Language: I can participate in a discussion and evaluate other speakers' points-of-view using evidence.
Materials	Assessment
• Symposium: Immigration Law Proposals ○ PDF ○ Word • Symposium: Immigration Law Proposals • Project: The Path Forward ○ PDF ○ Word	• Rubric: Symposium: Immigration Law Proposals

Lesson 9: Agenda

Focus Question:	What should the United States Congress prioritize in immigration legislation?
Time: 85 mins	Teaching Notes
Welcome (5 mins)	Have students read the Focus Question for the lesson. 1. If necessary, provide an example of something that you “prioritize” and review the word “legislation” from the Vocabulary Guide. 2. Provide time for students to do some individual journaling in response to the Focus Question. (Note that this will also be the final question for the Symposium activity.)
Launch (15 mins)	Prepare for the Symposium. 1. Review the norms that you co-created earlier in the unit. 2. Review any local decisions that you made for how students will participate. 3. Preview the questions and prompts for the subcommittee meeting. 4. If you think students would benefit, review the rubric. 5. Provide time for students to review their responses and prepare to participate.
Learn (45 mins)	Display the research question slides (1-9) for the Symposium: Immigration Law Proposals. 1. Facilitate the subcommittee meeting following any local decisions that you made for students to participate. 2. If necessary, remind students to support any claims that they make with evidence from their research sources.

Land (10 mins)	Display the debriefing question slides (10-13) for the Symposium: Immigration Law Proposals slides and discuss. 1. Show the questions on slides 10-12 and if helpful, direct students to refer to their activity guides. 2. Have students respond to the question on slide 13, “What should the United States Congress prioritize in immigration legislation?” and reference the journaling that they did earlier in the lesson to see if their thoughts have changed after the Symposium. ○ Possible Answers: <i>I think that Congress should find a way to relieve the backlog of asylum cases in the United States. / Congress should prioritize making communities safer and more welcoming for everyone—both immigrants and U.S. born residents.</i>
Wrap (10 mins)	Display the Project: The Path Forward activity to students. 1. Tell students that they will have the opportunity to advocate for the immigration priorities that they value in this letter to their United States representative. 2. Preview the project for students and provide clarification to questions as needed.

Lesson 10: *At a Glance*

Focus Question:

How does my migration story impact my perspectives on immigration?

<u>Standards Addressed</u>	Learning Goals
• Reading: 11-12R1, 11-12R3 • Writing: 11-12W2, 11-12W5 • Speaking and Listening: 11-12SL1c • Language: 11-12L6	• Content: I can use my understanding of migration stories to advocate for a priority for immigration reform. • Language: I can draw evidence from multiple sources to support a position.
Materials	Assessment
• Project: The Path Forward ○ PDF ○ Word	• Guide students' understanding of what role the U.S. House of Representatives plays in establishing immigration law • Help students connect their personal migration story and/or their understanding of migration stories from the unit to the priority in the letter

Lesson 10: Agenda

Focus Question:	How does my migration story impact my perspectives on immigration?
Time: 90 mins	Teaching Notes
Welcome (10 mins)	A) Have students read the Focus Question for the lesson. YOUR CHOICE→ Students' Migration Stories - This unit has intentionally tried to broaden students' perspective from their individual stories of migration to migration stories in a more macro sense. However, based on your knowledge of students you may still want to create an opportunity for students to share their personal, familial, or ancestral stories of migration, or at least provide an opportunity to reflect on them in this Centering Activity. B) Have students engage in a Centering Activity. - Reference the Bar Chart: Our Migration Patterns that students completed in Lesson 3 and remind students that everyone has a migration story. - Prompt students to do some journaling in response to the question, "How does your migration story impact your perspectives on immigration?" - If you think students are ready, have students turn-and-talk to share with another classmate, and then ask students to share their stories and perspectives with the whole class. - Conclude the activity by reminding students that in the American democratic system of government people have the right to petition the government—and they will have the opportunity to do that in this project. Remind students that their stories and their voices have power, and they can use their migration stories to advocate for change.
Launch (15 mins)	Help students build their background knowledge on the United States House of Representatives.

YOUR CHOICE→ Building Background Knowledge on “the House”

- The letters in the project will be addressed to students’ U.S. representatives, so it may be helpful to build background knowledge for them before they begin the project. If you feel that your students do not need this scaffolding, move on to the next part of the lesson.
- Some ideas to build background knowledge include:
 - Lead students in a brainstorming activity to share what they know about the United States House of Representatives.
 - Have students work together in small groups to address the question, “Why should we focus our immigration advocacy on the United States House of Representatives?” and share their ideas together with the class.
 - Possible Answers: *The House of Representatives are part of the legislative branch, which writes the laws for the federal government. / Immigration affects the entire country, so we should address our representatives in the national government. / Representatives are elected every 2 years, and they should be held responsible by their constituents for taking action on the issues that we care about.*
 - Use [this house.gov website](https://www.house.gov) and have students look for items such as:
 - How many representatives serve in the House
 - The requirements to be elected as a representative
 - Who is considered to be part of the “leadership” of the House
 - Which committee is responsible for border security
 - What a representative does during a typical work day
 - How rules are established by the House

Learn (25 mins)Display and distribute the [Project: The Path Forward](#) guide to students.

G11/12 Moving Stories Unit - The Path Forward

Re-Imagining MIGRATION

	1. Tell students to look at Part A and read the directions. 2. Help students find their United States representative in Step #1. ○ Use the Teacher's Guide for suggestions on how to help students. 3. Prompt students to identify what they want to write about in their letter in Step #2. ○ Encourage students to review the materials that they completed in the unit to identify their top priority for immigration reform.
Land (30 mins)	Display the Project: The Path Forward guide to students. 1. Tell students to look at Part B and read the directions. 2. Have students research using the linked sources. 3. Review the criteria for what to include in the letter and clarify questions as needed.
Wrap (10 mins)	Display the Project: The Path Forward guide to students. 1. Tell students to look at Part C and read the directions. 2. Have students begin writing their letter in preparation for the next lesson. ○ Remind students to look back at the journaling that they did earlier in the lesson to think about how their migration story can impact the message in the letter.

Lesson 11: *At a Glance*

Focus Question:

How can refining our writing help us to strengthen our message?

<u>Standards Addressed</u>	Learning Goals
• Reading: 11-12R9 • Writing: 11-12W2, 11-12W5 • Speaking and Listening: 11-12SL6 • Language: 11-12L3, 11-12L6	• Content: I can write a letter that conveys my priority for immigration reform clearly and effectively. • Language: I can provide feedback and improve my writing based on feedback from peers and teachers.
Materials	Assessment
• Project: The Path Forward ○ PDF ○ Word	• Have students assess their peers' first drafts in Part E • Rubric: Project: The Path Forward

Lesson 11: Agenda

Focus Question:	How can refining our writing help us to strengthen our message?
Time: 85 mins	Teaching Notes
Welcome (10 mins)	A) Have students read the Focus Question for the lesson. B) Prepare students for the lesson. 1. Have students report on where they currently are in their letter (e.g., just started, working on a conclusion, finished with the first draft) and set a writing goal for the lesson. 2. Remind students that the tone and style that they use in the letter will impact the message that their representative receives. Additionally, it is also part of the assessment for the project, and so refining and revising their writing can strengthen their message and enhance their outcomes. 3. Review the project rubric with students.
Launch (20 mins)	YOUR CHOICE→ Time for First Drafts of the Letter • Based on students' previous responses in the Welcome, you may need to use this time for students to finish writing the first draft of their letter. If some students are already done, conference with them and provide feedback using the rubric. If most or all students are finished with their first draft, move on to Part D in the next part of the lesson.
Learn (20 mins)	Display the Project: The Path Forward guide to students. 1. Tell students to look at Part D and read the directions. (You may want to assign partners for the peer feedback routine based on students' progress and writing needs.) 2. Have students write goals for their second drafts.

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	3. Provide any finishing details for students to enhance their letters (see the Teacher's Guide for some ideas).
Land (20 mins)	YOUR CHOICE→ Time for Second Drafts of the Letter Based on your students' progress, use this time as needed for students to write the second drafts of their letters. If some students finish during this time, conference with them and provide feedback using the rubric.
Wrap (15 mins)	Display the Project: The Path Forward guide to students. - Tell students to look at Part E and read the directions. - Have students work together in small groups or pairs to prepare their responses. (These questions will be featured in the final discussion of the unit in the next lesson.)

Lesson 12: *At a Glance*

Focus Question:

How does sharing migration stories impact how we understand ourselves, our communities and the world around us?

<u>Standards Addressed</u>	Learning Goals
• Writing: 11-12W2, 11-12W5 • Speaking and Listening: 11-12SL1, 11-12SL3 • Language: 11-12L6	• Content: I can explain how sharing migration stories impacts ourselves, our communities and the world around us. • Language: I can use academic and content-specific words and phrases in my writing and conversation.
Materials	Assessment
• Project: The Path Forward ○ PDF ○ Word • Discussion #3: Reflection • K-W-L Chart: Migration	• Monitor students' conversations during Discussion #3: Reflection • Rubric: Project: The Path Forward • Guide students during the whole class discussion of the K-W-L Chart: Migration

Lesson 12: Agenda

Focus Question:	How does sharing migration stories impact how we understand ourselves, our communities and the world around us?
Time: 70 mins	Teaching Notes
Welcome (5 mins)	Have students read the Focus Question for the lesson.
Launch (5 mins)	Have students engage in a Centering Activity. 1. Remind students of the “emoji centering activity” that they did back in Lesson 2. 2. Display a list of emojis to students (or ask them to look at their phones if permissible) and have them select an emoji in response to the question, “How does the topic of migration make you feel now? How is your response different than it was at the beginning of the unit?” 3. Have students turn-and-talk to share their selection with a partner. Repeat with another partner or more so that students get to hear from at least two other perspectives. 4. Conclude the activity by having students share out how—and why—their responses changed. ○ You may want to use this “I Used to Think... Now I Think...” routine.
Learn (30 mins)	A) Tell students that you will now have your final class discussion and review the norms that you co-created earlier in the unit. YOUR CHOICE→ Discussion Activity Options ● Choose the discussion activity option that you think will be most engaging and appropriate for your students, or use a discussion protocol that you prefer to use with students. ● Whichever option you choose—make sure to find ways for all students to share comfortably and

	practice listening respectfully with a focus on learning from their classmates. B) Display the Discussion #3: Reflection slides. 1. Have students respond to questions using the sentence starters for support. 2. If helpful, remind students of the activities that they did in the unit to connect to the discussion questions.
Land (20 mins)	YOUR CHOICE→ End of Unit Options • Based on your students' progress, you may want to use this time in the lesson to: ○ Have students complete the final drafts of their letters ○ Have students read their letters out loud in small groups or to the whole class ○ Have students address and mail the letters to their representatives ○ Review activity guides from the unit and give students a chance to make revisions or complete missing work ○ Celebrate your students' migration stories
Wrap (10 mins)	Display the K-W-L Chart: Migration. 1. Have students review the questions that they wrote in the "W" column. 2. Help students make connections to any relevant research that they did in the unit. 3. If applicable, add any potential new learnings to the "L" column.

Section 7 - Core Curriculum Connections

You may want to use this unit as a connection or extension to the following core curriculum options for Grades 11/12:

United States History and Government	Participation in Government	<u>Civics for All</u>
<u>Grade 11, Unit 4, Mini-Unit C: A Turbulent Decade 1920-1930</u> This Passport to Social Studies mini-unit connects to the Great Migration and the context surrounding the controversial immigration laws of the 1920s, which might be a good lead-in to The Path Forward.	<u>Grade 12, Unit 1, Mini-Unit B: Citizens, Citizenship, and American Identity</u> The headline topics of this Passport to Social Studies mini-unit make The Path Forward a nice compliment to these lessons. You may also want to consider how the PBL Extension: Podcasts could be included.	Civics for All is a DOE initiative with a goal of getting “students to be engaged community members who can think critically and are empowered to chart the course that our city and country take...Civics for All helps schools support students in making connections between history, current events, and democratic structures.”
<u>Grade 11, Unit 6: Mini-Unit C: Expanding Rights for all</u> The Path Forward might provide an extension from this Passport to Social Studies mini-unit, which goes more in depth on the Immigration Act of 1965 in Lesson 13, including a chronology of immigration laws.	<u>Grade 12, Unit 2, Mini-Unit B: U.S. Democracy</u> The learning activities in The Path Forward provide a thematic approach to applying a knowledge of how laws are debated and made in American democracy, making it a possible extension of this mini-unit.	The themes and enduring understandings of The Path Forward unit make it a natural fit for Civics for All education. Review Section 2 of this unit guide for some ways to create impact inside and outside of the classroom.

This unit could also serve as material for the following courses in Grades 11/12:

- **Electives** - Because it is based on the NYS ELA Standards, this unit could be used as an extension or credit recovery course for English or home language arts.
- **Integrated ELA & ENL Standalone** - Use the embedded scaffolds included in the unit materials and [select stories](#) to best fit your students’ language goals and backgrounds.

Section 8 - Reflection and Feedback

We hope that this unit has not only inspired your students to share their stories but has also led you to new insights about your students and new ways to teach using migration stories. [Use these questions to help you reflect](#) after the unit.

We value your feedback! Please share your review of the unit's materials and your experience teaching this unit in this [feedback survey](#).

Note:

If you are open to a classroom visit so we can see how students are using these materials, please reach out to Joel Troge at jtroge@schools.nyc.gov.

Section 9 - Re-Imagining Migration and the Moving Stories Units

[Re-Imagining Migration](#)'s mission is to advance the education and well-being of immigrant-origin youth, decrease bias and hatred against young people of diverse origins, and help rising generations develop the critical understanding and empathy necessary to build and sustain welcoming and inclusive communities. Recognizing that communities have different needs, RIM has designed a research-based approach that offers educators the practical tools and strategies that they can adopt to promote the dispositions that allow newcomers to thrive, their peers to learn, and communities to successfully navigate the predictable tension that surfaces with demographic change. Through this work, RIM helps individuals and communities navigate demographic change by creating schools that foster inclusion and belonging to counteract harmful anti-immigrant sentiment.

The Moving Stories Units were created by the NYC Public School's Division of Multilingual Learners in collaboration with Re-Imagining Migration. Special thanks for their contributions to this unit go to these NYC Public School teachers:

Ali Burch, The International High School at Lafayette

Evan Braunschweiger, Benjamin Franklin High School for Finance and Information Technology

Melody Kwan, Baruch College Campus High School

Additional Moving Stories Units:

Grades 3/4 - Roots and Branches	Grades 5/6 - <i>Coming in 24/25!</i>
Grades 7/8 - <i>Coming in 24/25!</i>	Grades 9/10 - The Words We Use