

IMMIGRANT EXPERIENCE AS AN INSTRUCTIONAL TOOL ASCROSS CONTENT AREAS PROJECT OUTLINE

Mainstream History – West Orange High School Julie Brady

- 1) Introduction
 - a. Personal Backgrounds
 - b. Informal conversation led to collaboration
 - c. Who are our students? Diversity in WOHS
- 2) Objectives
 - a. Separate objectives into one lesson (My Objectives)
 - i. Place in the unit (introductory assignment with reflection on projects during later units)
 - ii. Getting students outside their comfort zone
 - iii. Enabling former ESL students while challenging traditional American students
 - b. Combined objectives
 - i. Peep to peer learning
 - ii. Empowerment
 - iii. Tolerance and understanding
 - iv. Student centered activity and learning
 - v. Closing the “social gap”
 - vi. Communication skills
- 3) Planning
 - a. Separate Planning
 - i. Sample Packet (including standards)
 - ii. Using Technology for research and creating powerpoint (booking LMC time)
 - iii. Creating a staggered schedule of due dates
 - b. Combined Planning
 - i. Coordinating two classes for interviews and presentations
 - ii. Sharing lesson objectives with each other
- 4) Execution – Things we considered
 - a. Cultural Sensitivity (modify lesson to fit current student population)
 - i. Student selection for interviews
 1. “mature “American” students
 2. Open ESL students
 - b. Preparing students for interview
 - i. language barriers – lost in translation
 - ii. cultural differences – promoting tolerance
 1. overcoming ignorance and nativity
 2. understanding “degrees of poverty”
 - iii. providing questions ahead of time for prep
 - c. Using Technology effectively
 - i. Basic computer skills (programs, copy & paste) - ESL
 - ii. Finding reliable sources - MAIN
 - iii. Using self-generated primary sources – MAIN
 - iv. Using your school resources well
 1. databases
 2. LMC specialists

- 5) Results - What we Got Out of It (including samples)
 - a. Separate results
 - i. Create primary source, hone interview skills
 - ii. Create a memoir, collage
 - b. Combined Results
 - i. Presentations
 - ii. Inter-student dialogue
 - iii. Students leading by example
 - iv. Self-reflection
 - v. Teachers as the students
- 6) Additions and Alternatives
 - a. Written reflections – MAIN
 - b. ESL interview ESL student
 - c. ESL interview Mainstream student
 - d. Showcasing in public area – LMC?
 - e. Grade level alterations
 - f. Considering global and current events