

THE IMMIGRANT EXPERIENCE AS AN INSTRUCTIONAL TOOL ACROSS CONTENT AREAS

PROJECT OUTLINE

ESL - West Orange High School

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I. Objectives

Initial ESL 2 Curriculum Objective: Students will strategize and organize literacy skills to generate and organize ideas for effective writing of an autobiography on Microsoft Word.

Initial ESL Goals: Reading and writing skills, student empowerment, self-reflection

Informal conversations during lunch lead to collaboration, combined lesson and objectives

Combined Objectives/Goals: Tolerance, Understanding, Peer teaching Peer, Student Centered Activity and Learning, Empowerment, Closing the Social Gap

II. Planning

Initial ESL Planning: Summative Assessment from Curriculum

*Students already knew how to write a five paragraph essay.

1st Establish Background Knowledge

Concept of Personal Journey via Traditional Saying: "When one door closes, another opens"

2nd Vocabulary (pg. 118 from High Point)

3rd Reading Skills: How to skim and take notes

4th Reading Comprehension / Sample Autobiographies

Readings:

From Text Book: Something To Declare by Julia Alvarez

From Article: "Terra Firma – A Journey From Migrant Farm Labor to Neurosurgery"

by Dr. Quinonez-Hinojosa

Video: You Tube / Today Show: <http://www.youtube.com/watch?v=mU-gTNZ6g8E>

Story of Dr. Quinonez-Hinojosa

5th Writing Skills Focus

Proper use of Literary Devices

Implementing Dialogue

Developing Specific Examples and Explanations

Proper use of transitional words

6th Revise & Edit: Peer and Teacher Revise & Edit

7th Collage

8th Autobiography Book, Publication, & Copies

Technology: Microsoft Word and Publisher

9th Distribution of Autobiography Book to entire school staff and display in Library

Administrative Approval of Distribution

Did not include the students' names on their writing to protect their identities

Faculty Email with Statistics

Combined Planning:

Timing & Coordinating

ESL: The ESL students were at the end of their unit on Personal Discoveries; therefore they had the background knowledge necessary to collaborate with the mainstream students on this project.

Interviews

ESL: Copy of Interview questions from History Class to prepare ESL students

Used information from autobiographies to prepare students for interviews

Practiced interview process

History Mainstream Students came to ESL class and interviewed pre-selected students

Students

ESL: Selected students that were mature and knew enough English to participate

Prepped students to be culturally sensitive and be respectful of cultural differences

Technology

PowerPoint, Internet

Presentations

ESL: Using information autobiographies and Internet sources, students created a Power Point presentation

ESL Collaboration: Students were grouped by cultural groups (Salvadorians, Ecuadorians, Peruvians, Haitians, & Liberian)

Mainstream History Students presented Power Points First to ESL class, then ESL Students Presented Power Points to History Class

Dialogue

After presentations both classes took time to have open-dialogue about the experiences.

Mainstream students asked ESL students questions about their immigrant experience.

III. Outcomes

- a. Student centered activities: Peer teaching Peer; collaboration; students as teachers
- b. Students demonstrated tolerance and empowerment
- c. Teachers: collaboration outside one's own department; lead by example; learned from the students; learned different perspectives about students; motivated
- d. Student Learning: All goals were met (see sample packet)

IV. Alternates

- a. Adaptable for different grade levels:
 - i. Elementary:
 1. Have students do show and tell of each other's cultural heritage
 2. Have students collaborate to draw pictures of each other's favorite holiday from their cultural heritage and share as a class
 3. Have students collaborate to write stories about each other's cultural heritage and read the stories to the class
 4. Adapt the activities presented for the 4th and 5th grades
 - a. Modify questions and activities to be at the students levels
 - b. Instead of all of the activities choose one (an interview, a presentation, or writing autobiographies) then have students share outcomes as a class
 - ii. Middle School:
 1. Modify questions and activities to be at the students levels
 2. Instead of all of the activities choose one (an interview, a presentation, or writing autobiographies) then have students share outcomes as a class
 - iii. High School Upper Classmen & College Level Courses:
 1. Modify questions and activities to be at the students levels

2. Develop more open-ended questions for the interview process
3. Develop a more in-depth research component of the project
4. Incorporate more use of technology such as film, video-photo-essays, photo-story, etc.

iv. Be Flexible:

1. Know Your Students:
 - a. Consider sensitive issues that can influence the students:
 - i. Illegal immigrants
 - ii. Separation of families
 - iii. Political and Environmental situations in the ESL student's home countries: Ex. Haiti's & Chile's Earth Quake; war
2. Keep the project within the content of Global Events
3. Keep current / Pay attention to Current Events

V. **Materials**

- a. See handouts