

By Kassondra Chappell after Study with the National Endowment for the Humanities
Immigration Institute –July 2017

5th Grade Book Club Plan for The Circuit: ELA/Social Studies Crossover

Standards addressed: ELA:

RL5.5 Explain how chapters, scenes, or stanzas fit together to provide structure to the story,

RL5.6 Describe how narrator's point of view influences how events are described,

W5.7 Conduct short research projects that use several sources to build knowledge,

W5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

Social Studies Standards:

5.7 Describe the people and events associated with the development of the US Constitution and analyze the Constitution's significance as the foundation of the republic

5.8 Trace the colonization, immigration, and settlement patterns of the American people from 1789-mid 1800s with an emphasis on economic incentives, geography, and transportation

Unit Essential Questions: What does it mean to be American? How does Francisco Jimenez's story fit into the American narrative of immigration? How would this story be different if it had been told by someone else (his mother? His teacher? The president?)

Approximate Time length: 4-5 weeks

Rationale: This unit falls around the middle of our year to coincide with and bridge our social studies US Constitution unit and our Colonization & Immigration unit. In language arts, this novel study bridges our Lucy Calkins Units 3 and 2 for 5th grade. By this point, students will have read various non-fiction pieces throughout the year, as well as narrative pieces from the beginning of the year.

I work at a school in California where many of the students are immigrants or children of immigrants from Latin America and have a personal connection to the subject matter of immigration from the south. 72% of students at the school are English language learners and 84% are on free/reduced lunch.

Week 1: Main Reading- first 3 chapters (coming to CA & beginning school), Supplemental Reading-Declaration of Independence

Description: In class, over one week, students read the first two chapters of The Circuit. At home, they are expected to read the third chapter to continue practicing the main reading skills of the week.

In class discussion questions: What do we learn about Francisco Jimenez based on the first two chapters? What how does the image of California look?

Assessment: Students begin research on their own family immigration stories. We create a plan in class and at home they interview their family members about their experience.

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Week 2: Main Reading- second 3 chapters, Supplemental Reading-YouTube video article of the National Anthem in multiple languages backlash

<http://www.latimes.com/entertainment/tv/showtracker/la-et-st-coca-cola-super-bowl-ad-stirs-controversy-20140203-story.html>

Description: As a class, students read chapters 4 and 5 of *The Circuit*. At home, they are expected to read chapter 6 to continue practicing their reading skills for the week.

Assessment: Students (in groups) write one-scene play based on any scene from these three chapters. Students should include at least one perspective that is NOT Francisco Jimenez (the main character). Students can choose to write and perform their scene in front of the class or write and film their scene to submit it to the teacher. (Due at the end of week 3)

In class discussion questions: Thinking about the goldfish in chapter 4, how does this experience fit into Francisco's life narrative? What do we learn about him? Think about the white handkerchief from Christmas—how would this experience be if told from the perspective of the Francisco's father? What about the young couple who gave up the handkerchief? What is a significant gift that you received or gave, and what is the story behind it?

Week 3: Main Reading- third 3 chapters, Supplemental Reading-Statue of liberty text (<https://www.nps.gov/stli/learn/historyculture/colossus.htm>)

Description: As a class, students read chapters 7 and 8 of *The Circuit*. At home, they are expected to read chapter 9 to continue practicing their reading skills for the week.

In class discussion questions: Comparing the chapter "Death Forgiven", how does the Francisco of this chapter differ from the Francisco in the first two chapters of the book? Is someone/something asking for forgiveness or being granted forgiveness? How would you explain the title of the chapters "Death Forgiven" and "Cotton Sack."

Assessment: Students continue doing research into their family immigration histories

Students (in groups) write one-scene play based on any scene from these three chapters. Students should include at least one perspective that is NOT Francisco Jimenez (the main character). Students can choose to write and perform their scene in front of the class or write and film their scene to submit it to the teacher. (Due by Friday)

Week 4: Main Reading-Fourth 3 chapters, Supplemental Reading- Preamble of the USA, Syrian refugee crisis (<https://newsela.com/articles/rejectrefugees-procon/id/13572/>)

Description: As a class, students read chapters 10-12 together from *The Circuit*.

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In class discussion questions: How would the final chapter be different if written from a different character? How does this story fit into our national timeline of immigration?

Summative Assessment: Student immigration narrative (students write 2 chapters of their own immigration narrative. The narrative can be from any point of view)

Opinion writing: Students use *The Circuit* as evidence in helping them answer their choice of prompt in an essay:

“America’s immigration policy has changed many times over the past few years. Now, President Trump wants to change the US Immigration again to limit Muslims, refugees, and Syrians from becoming citizens. Do you support this decision?”

“Place yourself in the position of a lawyer. How would you defend Francisco Jimenez’s right to not be deported? Or, how would you defend the order that Francisco Jimenez should have been deported?”

Week 5: Performances

Family Interview Project

Do you know when your family first came to the United States? What do your parents, or your grandparents, remember? One possible project for this semester is to find out as much as you can about your family history, through interviews, through records, through genealogical sites, and to begin to assemble a presentation of experiences that you discover through photographs, memorabilia, family lore, name changes, dates, and languages. You could present this as a chronology of events or a story based on your family tree. For now, your assignment is to find a family member or neighbor interested in exchanging with you, and design and conduct an interview based on the following interview process from Ping Chong + Company:

THE INTERVIEW PROCESS

An interview is like a journey down a river. Each question takes you down a different branch of the river; each branch yields its own stories. When you begin, you never know where you might end up.

1. FACT QUESTIONS:

Nearly every interview begins with some sort of fact question, also known as a ‘direct question’—the beginning of the journey down the river. This type of question can also provide a ‘warm-up’ for the interviewee. It can offer a break from open-ended questions. And it can signal a switch to a new topic—a new branch of the river. This type of question usually yields a “yes” or “no” answer, or a short answer.

—Example: “Do you like fishing?” — “Yes.”

—Example: “Where were you born? —Boston

2. FOLLOW-UP QUESTIONS:

You ask for more details about the fact you just learned. These questions give you a longer answer—you’re continuing down this branch of the river. This type of question often begins with Who, What, Where, Why, How, Did you?

---Example: “Why do you like fishing?”

---Example: “If you were born in Boston, how did you end up in Maine?”

3. OPEN-ENDED QUESTIONS

This type of question invites more detail about the topic you are discussing, and should be framed broadly

---Example: “Tell me more about what it’s like to spend a day on the water fishing?”

---Example: “How did you feel about moving to Maine when you were a teenager?”

SAMPLE OPEN-ENDED QUESTIONS:

Please share any unique or unusual stories about your family’s history

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- Was there a person in your life who had a profound influence on shaping the person you are today? If so, please give an example of how they influenced you.
- What is your earliest memory?
- Who raised you and who lived in your home(s) growing up?
- Please share the names and some background of the people who raised you.
- Do you have siblings? Did you grow up with your siblings?
- What language did you speak growing up? What language(s) do you speak at home now?
- Do you have memories/experiences of feeling like an outsider/other in the community you grew up in? In your current community?
- Where/with whom have you found a sense of belonging or support?
- Where is “home” for you? If “home” is not where you currently live, what do you miss?
- Did you have a relationship with grandparents/family elders growing up? Please share their names and backgrounds.
- Do you know how your grandparents met? Are there any stories about their history?
- Was there a person in your life who had a profound influence on shaping the person you are today? If so, please give an example of how they influenced you.
- Please share any unique or unusual stories about your family’s history
- What are some holiday, festival, or cultural traditions that you experienced growing up, including foods? (wedding ceremony, naming ceremony, harvest festival, etc). Do you currently observe/celebrate them?
- If not born in your current city, how long have you lived there, and what brought you there?
- What do you like about living in your city? What do you dislike about living in your city?
- Please list 6-10 names that are common names in your culture OR family history Please also note if the name has any special meaning (eg: Rosa means Rose, Hakim means wise, Aiko means beloved), or if it is the name of an important religious, cultural or, political figure.
- Also, if you grew up in a family or community where nicknames were common, please provide examples of names and their nicknames.

WHAT DO YOU THINK OF?

- In the space below, please write what you think of when you think of your country/place of birth or community.
- These impressions can be anything that comes to mind: smells, sights, people, traditions.

Examples:

- I think of my grandmother cooking gallo pinto and the smell of onion and cilantro. . .
- I think of how the light looks at 11:30pm during the White Nights. . .
- I think of the chanting of the call to prayers. . .