

American Immigrations Creative Drama Art Integration Unit

National Endowment for the Humanities Implementation Plan
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Unit Essential Questions:

- Who is an immigrant?
- Why do people immigrate to America?
- What are some stories of American immigrants?
- What emotions might new immigrants feel in the stories we read?
- What challenges might new immigrants to America face?
- What are our family or friend's stories of immigration, movement, or change?

Unit Objectives:

- Students will learn Social Studies content about American immigrations and American cultural history through embodied theatre activities.
- Students will participate in creative drama activities to imaginatively deepen understanding and engagement with the topic of American immigrations.
- Students will refine drama skills using their voice, body, and imagination to create tableau images, pantomime actions in a scene, imagine character dialogue, problem solve in role, and adapt theatrical scenes from literature.
- Students will relate stories to current events and their own lives.

Duration: Six weeks: Two one-hour class periods per week (with optional 8-10 week extensions)

Audience: Second or Third Grade Elementary Students

Unit Books About Immigration

(Selected Compiled List of Recommended Picture Books about Immigration by Previous Scholar Martha Kempe)

1. We Came to America by Faith Ringgold
2. From North to South by René Colato Laínez Illustrated by Joe Cepeda
3. Landed by Milly Lee Pictures by Yangsook Choi
4. One Green Apple by Eve Bunting
5. Dia's Story Cloth by Dia Cha Stitched by Chue and Nhia Thao Cha

Creative Drama Book Resources

- Structuring Drama Work by Jonothan Neelands and Tony Goode
- Creative Drama for the Classroom Teacher by Ruth Beall Heinig and Lyda Stillwell
- The Dramatic Difference by Victoria Brown and Sarah Pleydell
- Drama and Diversity A Pluralistic Perspective for Educational Drama Sharon Grady
- Learning Through Theatre: New Perspectives on Theatre in Education Edited by Tony Jackson
- Games for Actors and Non-Actors Augusto Boal

Theatre and Academic Standards 2nd Grade

2nd Grade	
National Core Arts Standards- Theatre	<p>TH:Cr2-2.b Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g. process drama, story drama, creative drama).</p> <p>TH:Cr3.1.2.b Use and adapt sounds and movements in a guided drama experience(e.g. process drama, story drama, creative drama).</p> <p>TH:Pr6.1.2.a Contribute to group guided drama experiences (e.g. process drama, story drama, creative drama) and informally share with peers.</p> <p>TH:Re8.1.2.b Identify causes and consequences of character actions in a guided drama experience (e.g. process drama, story drama, creative drama).</p> <p>TH:Cn10.1.2.a Relate character experiences to personal experiences in a guided drama experience (e.g. process drama, story drama, creative drama).</p> <p>TH:Cn11.2.2b Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g. process drama, story drama, creative drama).</p>
Arizona Social Studies Standards	<p>Strand 1: American History & Strand 2 World History Concept 1 Research Skills for History PO 2 Place historical events from content studied in chronological order on a timeline. PO 5 Retell stories to describe past events, people, and places.</p> <p>Strand 1: American History Concept 5 Westward Expansion PO 1. Identify reasons (e.g., economic opportunity, political or religious freedom) for immigration to the United States.</p> <p>Strand 1: American History Concept 10 Contemporary United States PO 2. Connect current events with historical events from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>Strand 3: Civics & Government Concept 1 Foundations of Government PO 4. Know that people in the United States have varied backgrounds but may share principals, goals, customs, and traditions.</p> <p>Strand 4: Geography Concept 1 The World in Spatial Terms PO 6. Locate physical and human features using maps, illustrations, images, and globes.</p> <p>Strand 4: Geography Concept 4 Human Systems PO 4 Describe elements of culture in a community of areas studied.</p>

Theatre and Academic Standards 3rd Grade

3rd Grade	
National Core Arts Standards- Theatre	<p>TH:Cr1.1.3.a Create roles, imagined worlds, and improvised stories in a drama/theatre work.</p> <p style="padding-left: 20px;">b Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.</p> <p style="padding-left: 20px;">c Collaborate to determine how characters might move and speak to support the story and given circumstances in a drama/theatre work.</p> <p>TH:Pr6.1.3.a Practice drama/theatre work and share reflections individually and in small groups.</p> <p>TH:Re8.1.3.a Consider multiple personal experiences when participating in or observing a drama/theatre work.</p> <p style="padding-left: 20px;">c Examine how connections are made between oneself and a character’s emotions in drama/theatre work.</p> <p>TH:Cn10.1.3.a Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.</p> <p>TH:Cn11.1.3.a Identify connections to community, social issues and other content areas in drama/theatre work.</p> <p>TH:Cn11.2.3.a Explore how stories are adapted from literature to drama/theatre work.</p>
Arizona Social Studies Standards	<p>Strand 1: American History & Strand 2 World History Concept 1 Research Skills for History</p> <p style="padding-left: 20px;">PO 1 Use timelines to identify time sequence of historical data.</p> <p style="padding-left: 20px;">PO 4 Retell stories to describe past events, people, and places.</p> <p>Strand 1: American History Concept 7: Emergence of the Modern United States</p> <p style="padding-left: 20px;">PO 1 Discuss reasons why people left their home country to start a new life in the United States.</p> <p style="padding-left: 20px;">PO 2 Describe the experiences in immigrants’ lives after settling in the United States during the late 19th and early 20th centuries.</p> <p>Strand 1: American History Concept 10 Contemporary United States PO 2. Discuss connections between current events and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>Strand 3: Civics & Government Concept 1 Foundations of Government PO 2 Recognize that people in the United States have varied backgrounds but may share principals, customs, and traditions.</p> <p>Strand 4: Geography Concept 4: Human Systems PO 4 Describe elements of culture in a community or nation in areas studied.</p>

Week 1- Session 1: Introduction to American Immigrations

Day's Objective:

- Students will be introduced to the topic of American Immigration.

Materials:

- Large Butcher Paper with KWL Chart
- Post-It Notes
- Slips of Paper with We Came to America Text

What You Do

1. *Warm-Up Activity: Wind Blows If... (10 Minutes)*

Students create a circle with their chairs. Teacher says, "Wind blows if..." and reads a statement. If the statement is true for the students, they step into the middle of the circle and switch places in the circle. Side coaching: "This is a silent activity where we learn about one another. See how much you can learn about your classmates by observing closely. There is no best answer to the statement only what is true for you and what isn't." Wind blows if...

- You were born in Arizona.
- You have family who live in a state other than Arizona.
- You have moved to a different house.
- You have family who live in a different country.
- You have moved two or more times in your life.
- You have visited a foreign country.
- You speak more than one language.
- You have been on a boat.
- You have felt like an outsider.
- You have been on an airplane.
- You have tried to make someone feel welcome.

Share around the circle: What is something you learned about the class or a classmate?

2. *KWL Chart: American Immigrations (20 Minutes)*

Prepare a butcher paper ahead of time with a KWL chart about American immigration. Students discuss the first question at tables and assign someone to write 2-3 things to share with group. Discuss students' ideas and define an immigrant "A person who comes to a country to live there." Students discuss second question and share questions with group. Example of KWL Chart:

What do you Know about this topic?	What do you Want to know?	What did you Learn ?

3. *We Came to America Tableaus (20 Minutes)*

Tell students that next session we will read a book about immigrants and today we

are going to make Tableaus (frozen pictures) with words from the book. Demonstrate how to make a tableau by using a sentence from a familiar story. Have students break into groups and create Tableaus using lines from the text.

- Some of us were already here before the others came.
- Some of us were brought in chains losing our freedom and our names.
- We traveled from our birthplace by boat and by plane.
- Some of us came running from injustice, fear, and pain.
- We brought along our joyful songs, our stories wise and true.
- Our music colored the air, beautiful sounds and patterns everywhere.
- Our joyful dance now freed our pain, gently, like the soothing rain.

Come together and discuss what we see in each group's tableau. Read the sentences aloud. What do the sentences and images make us think about?

4. Exit Activity: Reflection (10 Minutes)

Pair & Share: What did you like about another group's tableau?

Week 1- Session 2: What is immigration?

Day's Objective:

- Students will explore the idea of leaving one country to live in another.
- Students will consider character point-of-view.

Materials:

- We Came to America by Faith Ringgold

What You Do:

1. Warm-Up Activity: Suitcase Objects (15 Minutes)

Demonstrate how to pantomime an object. Tell students that immigrants move to a new country to live there. If students were going to move to a new country what object would they take with in their suitcase? Ask one student to pantomime an object and put it in her suitcase. Ask the other students to watch the pantomime closely and raise their hand to guess the object.

2. We Came to America (15 Minutes)

Students read *We Came to America* by Faith Ringgold in pairs or small groups.

3. Character Dialogue & Movement (20 Minutes)

Ask students to return to tableaus from the previous session. Ask them to consider. Where did the people or objects in their immigration tableau come from? If they are people why did they leave their country? If each person came to life for a few seconds to do an action and say something, what would they do and say? Decide on an order for each person in the group to come to life one at a time. Present these character dialogues and movements to the group.

4. Exit Activity: Circle Share (10 Minutes)

Share around the circle: One word to describe how you think immigrants feel coming to live in a new country.

Week 2- Session 3: Learning Language & Immigration: One Green Apple

Day's Objective:

- Students will explore the experience of communicating non-verbally.
- Students will understand that many immigrants learn a new language.

Materials:

- Sentence prompts
- One Green Apple by Eve Bunting Illustrated by Ted Lewin

What You Do:

1. Warm-Up Exercise: Translation (20 Minutes)

Tell students that many American immigrants learn a new language. We are going to start with a game that asks you to communicate with out using language. Ask for two student volunteers. Ask students to decide if they would like to mime or translate. Give the mime a sentence prompt. The mime will use their body to silently communicate the sentence. After the mime finishes, the translator will tell the group what the mime said. If they translate correctly, gameplay ends. If they don't, they have three total chances. Sentence prompts:

- I want a glass of water.
- I like to draw.
- I feel sick.
- I have two sisters.
- Where is my pencil?

Reflection: What was that experience like for the mimes and translators? What do you think you would feel if you couldn't speak the language?

2. Tour Guide: Favorite Place (15 Minutes)

Tell students that the girl in our story today is going on a trip to a new place that she has never been before. Model for students: Act as a tour guide and take them on a descriptive tour of one of your favorite places using specific detail. Ask students to close their eyes and imagine a place they love. Ask them to remember all the specific details. What things do they see? What do they feel? What do they smell? What do they hear?... Pair up students and have them decide who goes first. Have students take turns giving each other a guided tour of a favorite place.

3. One Green Apple (15 Minutes)

Read One Green Apple aloud until page 14 "perfectly in my hand" using points of participation:

- Pair & Share: What was one of your favorite field trips.
- Pair & Share: When was a time someone made you feel welcome.
- How do you think Farah is feeling? Why?
- Prediction: What do you think they will do on their field trip?

4. Exit Activity: Add-On Tableau. (10 Minutes)

Have students remember the details of the story and create the orchard that the class is visiting. Think of the people and things that are in the space. Invite the students one by one to come up and freeze their bodies and say "I am ____." Keep adding on until everyone is participating or the picture feels complete.

Week 2- Session 4: Warm Welcome

Day's Objectives:

- Students will use teamwork to devise machines with voice and body.
- Students will solve a bullying problem and brainstorm how to welcome someone new.

Materials:

- One Green Apple by Eve Bunting Illustrated by Ted Lewin
- Post It Notes

What You Do:

1. Warm-Up Activity: Machines (15 Minutes)

Review with students what has happened so far in One Green Apple. Tell students that today in the book the students on a field trip will use a machine. We are going to start by making a machine with our bodies. Ask one student to volunteer to perform a repeatable sound and motion. Invite other students to add-on to the machine.

Side-Coaching: Use levels, Play with speeds. Add a function to the machine. What does this machine do? Reflection: What made the machine look realistic? What acting skills did that activity use?

2. One Green Apple (15 Minutes)

Finish reading One Green Apple using Points of Participation:

- Prediction: What do you think the machine will do?
- Share & Pair: Share a time you worked together to do something difficult.
- Share & Pair: What are some things that stay the same across cultures? What things are different across cultures?
- Share & Pair: What is a strategy you can use to learn a new language? What is a strategy you can use to understand even if you don't speak the language?

3. Class Meeting Role Play (20 Minutes)

Tell students that you all are going into role to solve a problem in Farah's school. Use **Magic Dust** to transition students into role as Farah's classmates. Use a costume piece to transition into role as Farah's teacher. Tell students that the school counselor has told you that students are teasing Farah for being different. Ask students how they might solve this bullying. Write down suggestions. Afterward ask students to plan a special event that will welcome Farah to our class. Ask someone to go in to role as Farah and act out the special event if time allows.

4. Exit Activity: KWL Chart (10 Minutes)

Have students write something they learned on their KWL chart. Share and add.

Week 3- Session 5: Contemporary Immigration: From North to South

Day's Objective:

- Students will explore José's relationship with his mamá in the story From North to South.
- Students will identify on a map Tijuana, San Diego and the US/Mexico border.
- Students will be introduced to immigration law through story.

Materials:

- From North to South by René Colato Laínez Illustrations by Joe Cepeda
- 6 Pictures of the US/Mexico border cut into puzzle pieces
- Sticky Notes

What You Do:

1. Warm-Up Activity: Picture Puzzle (15 Minutes)

Cut up a picture of the Tijuana border and have students put it together at tables. Ask them to observe the picture for clues about what we are learning about today. Tell students this is a picture of the border between the US and Mexico. Point out Tijuana and San Diego on a map. What does the border look like in the picture?

2. From North to South (15 Minutes)

Read From North to South until page 15 using Points of Participation:

- How is José feeling in the picture? How do you know?
- What is something special you do with someone at home?
- Why are José and his father sad?
- What questions do you think José will ask his mother during their visit?

3. Flashback Scenes (20 Minutes)

- Ask students to imagine that José seeing his mamá in Tijuana is the present moment. What are some other key moments in the past between José and his mamá? What clues from the book give evidence for your ideas? Create a timeline with students of 3-4 important scenes. Ex: Working in the garden together, tucking him in at night, calling him on the telephone...
- Divide the class in pairs. Each pair finds a space in the room. Ask one student to be José and one to be his mamá. Coach students through exploring the first moment through pantomime. Ask student pairs to layer in adding three lines between José and his mamá into the scene. Explore all of the moments on the timeline ending with him seeing his mother in Tijuana. After groups have explored all brainstormed scenes, select different groups to present their scenes to the class sequentially.

4. Exit Activity: Reflection (10 Minutes)

Pair & Share: What are some flashback moments between you and your adult?

Week 3- Session 6: Immigration Papers

Day's Objective:

- Students will explore Jose's emotions and point of view being separated from his mamá.
- Students will learn about immigration papers.

Materials:

- From North to South by René Colato Laínez Illustrations by Joe Cepeda
- A Letter from Mamá
- Large Butcher Paper or Individual Letter Writing Paper

What You Do:

1. Warm-Up Activity: Jose's Thoughts (20 Minutes)

Ask students to recall the story so far in From North to South. Brainstorm some emotions that Jose might be feeling being separated from his mamá and why. Break students into pairs and have one sculpt a statue of Jose showing one of the brainstormed emotions. Ask the sculptures to stay frozen while the sculptors consider some thoughts that might be in Jose's head that represent that emotion. Have the sculptors walk around the statues like thoughts in his head. When you call out a student name we hear one of Jose's thoughts. Switch partners and repeat activity with a different emotion.

2. Finish Reading: From North to South (15 Minutes)

Read book from page 16 until the end using points of participation:

- Pair & Share: a time you missed someone.
- Why does Jose's mother have to wait for papers to go home?
- Using pantomime paint something on a flower can for a grown-up. What are you painting? For who?

3. Letter Writing (25 Minutes)

Sprinkle magic dust onto students. Students become Jose sleeping in the back seat of the car. Narrate waking up to the sun coming in your window and realize that you are back in your bed in San Diego. When you go to check the time you find a letter from your mother. Have a student read the letter aloud as Jose.

Dear José,

You are always in my heart. Be a good boy for your papá. Remember to take care of the garden. Send me a letter in Tijuana.

Love Always,
Mamá

Have students write a letter in role as José to Mamá. Depending on the writing skill

level of the students, have students write their own letter independently or take ideas and write the letter as a large group. Share parts of student letters or large group letter. If time, have them address the letter. Use magic vacuum to change from José back into students in the classroom.

Week 4- Session 7: Chinese Immigration History: Landed

Day's Objectives:

- Students will learn about the history of Chinese Immigration.

Materials:

- Slips of paper with immigration dates
- Landed by Milly Lee with Pictures by Yangsook Choi

What You Do:

1. *Building Context: Chinese Immigration an Embodied Timeline (30 Minutes)*

Tell students that Jose's immigration story takes place today. Tell them that we are going to continue learning about immigration by traveling into the past of immigration stories in the United States. We are going to study the history of Chinese immigration. Give groups of 4-5 a slip of paper describing an event in Chinese immigration history and ask them to create a tableau of the sentence.

Resource: http://www.pbs.org/becomingamerican/ce_timeline.html

- 1848 Gold is discovered in California.
- 1865 Central Pacific recruits Chinese workers to build a transcontinental railroad.
- 1882 Congress passes the Chinese Exclusion Act of 1882.
- 1898 Courts rule that anyone born in the U.S. is a citizen.
- 1906 Earthquake destroys all records in San Francisco, including immigration records.
- 1910 Angel Island Immigration Station opens to process potential Asian immigrants.

Ask groups to present their tableaus in sequence. Discuss each event and take a picture of each group to construct a timeline of Chinese Immigration that you can hang in the classroom. Ask the audience to layer on a **Soundscape** onto each tableau. Ask them to brainstorm sounds that they might hear in each tableau. This can be sounds or dialogue. Direct the sounds like an orchestra conductor to listen to what each scene might sound like.

2. *Landed (15 Minutes)*

Read *Landed* until page 8 using points of participation:

- Pg 2 Pair & Share: Describe your house to a partner. How many details could you remember? Was it easy or difficult for you?
- Pg 4 What do you think Sun's family and friends said to him when they said their goodbyes?
- Pg 6 Why is Sun worried? Why does Sun have to answer hard questions?
- Pg 8 Show me with your face and body: How would you feel if you had to

travel with out your grown-ups. Highlight students and ask why?

3. Exit Activity- Difficult Questions (15 Minutes)

Stand in a circle and tell students that Sun is going to be asked really hard questions about his life in the immigration station. Ask them to think of a very difficult question about his life that he might be asked. Share around the circle.

Week 4- Session 8: Angel Island

Day's Objectives:

- Students will explore what life was like for detained immigrants on Angel Island.

Materials:

- Tableau pictures created from previous Session
- Timeline strips of paper with First, Second, Third, Fourth, Fifth, Sixth
- Landed by Milly Lee with Pictures by Yangsook Choi
- Doctor Items: Tongue depressor, Stethoscope, Wooden Dowels

What You Do:

1. Warm-up Activity: Re-constructing Timelines (15 Minutes)

Ask students to reconstruct the timeline of Chinese immigration and write the dates and events at their tables using the pictures of their tableaus.

2. Angel Island Story Drama (20 Minutes)

Ask students to remember what had happened in the story so far in Landed. Tell students that they are going to enter the story and travel to Angel Island.

- Use **Magic Chalk** to draw a door to enter the ferry-boat to Angel Island.
- Use **Narrative Pantomime** to feel the bumpy waves, feel the wind in our face, see a group of buildings approaching in the distance, and look around to show your father and remember he is gone.
- Use **Transitional Storytelling** to describe how we arrived and were greeted by men in green uniforms who told us to wait in line for the doctor.
- Use **Teacher-in-Role** to come in ask the doctor and ask students to open their mouths and say ah, listen to their heart with the stethoscope, check their hair for lice. Tell them they passed their exam.
- Use **Narrative Pantomime** to describe walking into a room with many beds, find an open bunk at the top and put your bag up there, hear the door close behind you and you are locked in.
- Use **Transitional Storytelling** to describe waiting many monotonous days, every day going to the dining hall and eating, going out to the yard, and back to the dormitory. **Narrate** the emotion boredom. Finally, someone arrives to ask you the questions you studied for.
- Use **Hot-Seating** to select 5 students to be Sun. The rest of the class asks them questions from a list of Chinese Immigration questions. Students improvise answers.
http://obs4thgrade.weebly.com/uploads/4/0/4/5/4045734/angel_island_test.pdf
- Use **Transitional Storytelling** to describe how you answered questions well but finally the officers ask you a question you don't know the answer to and you are

brought back to the dormitory and will be asked more questions later.

- Use **Statue** to express how you would feel. Highlight student thoughts.
- When statues unfreeze return to the classroom.

3. *Finish Reading: Landed (15 Minutes)*

Finish reading Landed using points of participation:

- Pg 14 The other boys told Sun a secret. Who do you trust to tell a secret? Why do you trust them?
- Pg 16 How do you think Sun feels? Why?
- Pg 18 After, "They examined it carefully." Do you think the officers will let Sun live in America with his father? Why or why not?

4. *Exit Activity: KWL Chart (10 Minutes)*

Have students write at their tables a sticky note about something they learned so far about American Immigration. Share and stick notes on our KWL chart.

Week 5- Session 9: Refugee Immigration

Day's Objectives:

- Students will explore different reasons people immigrate.
- Students will understand the definition of a refugee.
- Students will embody Dia Cha's story.

Materials:

- Slips of paper with excerpts from Dia's story.

What You Do:

1. Warm-up Activity: Sculptor & Statue (20 Minutes)

- Ask students to remember the whole American immigrations unit. Why do people immigrate to the United States? Brainstorm a list with students.
- Tell students that today's story is about an immigrant who is a refugee. Define a Refugee: Someone forced to leave a country because of war or religious and political reasons. (Miriam Webster)
- Divide students into groups of 4-5. Ask the group to choose one sculptor. Demonstrate how the sculptor can make a statue with the other group members who are the clay to illustrate this definition.
- Highlight a few statues to the whole group and analyze what things we see. Use **thought-tracking** to have the audience highlight what some of the people in the statues might be thinking.

2. Story Cloth Statues (20 Minutes)

Show students the picture of the complete story cloth in the middle of the book. Discuss what the cloth is and how it contains many stories. In the same groups, ask students to pick a different sculptor. Give them a prompt from the book to create a frozen image.

1. The ancient Chinese government wanted to change the way the Hmong lived. My people would not give up their culture. They fled on foot from China across the river and through jungles to Laos.
2. In Laos, my ancestors had to clear forests to build their villages and plant crops. The Hmong were able to farm as they wished and lived in peace for many years.
3. Laos was caught in warfare. Airplanes dropped bombs on Hmong villages. Women and children fled into the jungle. I remember having to get up in the middle of the night, feeling so afraid because we had to flee our hiding place.
4. My mother was determined to get us out of Laos. Escaping meant we had to cross the Mekong River. People who didn't have boats had to cross by swimming or using inner tubes.
5. We lived in a refugee camp when we arrived in Thailand. The U.S. government sent staff to interview the Hmong refugees to determine who

- would be able to immigrate to America.
6. When my people first arrived in America, many families had sponsors, who picked us up at the airport.

Read the prompt and show each image in sequence. Use **thought-tracking** to have the audience highlight what some of the people in the statues might be thinking.

3. Exit Activity: Private Studio Adjective Statues (10 Minutes)

Standing in a circle, quickly brainstorm some adjectives that might describe a refugee who has fled a dangerous situation to go to a new country. Ex: Lucky, Brave, Determined, Hopeful... Explore 2-3 of the adjectives through statues. Have students face the outside of the circle and ask them to make a statue that represents that adjective. Count down from 5 and have students turn back to the inside of the circle and create an image that embodies the adjective. Highlight unique student choices.

Week 5- Session 10: Hmong Immigration

Day's Objectives:

- Students will embody stories from their lives.
- Students will be able to locate China, Laos, and Thailand on a map.
- Students will Dia's relationships to his family members through character dialogue.

Materials:

- Blank paper
- Colored pencils
- Dia's Story Cloth *The Hmong People's Journey of Freedom* by Dia Cha
Stitched by Chue and Nhia Thao Cha
- Prompts with people from the book and text from the story

What You Do:

1. Warm-Up Activity: Living Story Cloth (25 Minutes)

Ask students to create their own story cloth that describes their life by drawing two stories from their lives in response to prompts. Ask them to write a sentence to describe each prompt on their paper.

- **Something I do weekly** (Most weeks I ____.) Ex: Most weeks I go to soccer practice.
- **A Memorable Trip** (When I was __ years old I went on a trip to ____.) When I was 8 years old I went on a trip to the zoo with my mother.

Ask students to stand in a circle and chose one of their story prompts. Ask for volunteers to read the sentence they wrote about their memory aloud. Ask questions to gather details. Ask for student volunteers to create an image of the story in the center of the circle. The whole group says whoosh, which erases the image. Ask for another volunteer and move on to another student's story.

2. Dia's Story Cloth (15 Minutes)

Ask students to remember that Dia's ancestors and family lived in four different countries. Bring out a map and ask volunteers to identify: China, Laos, Thailand, United States.

Read Dia's Story Cloth using points of participation:

- Dia got the story cloth from his aunt and uncle. Have you ever gotten a very special gift? What was it? Why was it special?
- Dia helped pound rice and work in the fields as a child. What do you do to help your family?
- Show me with your face. How do you think Dia felt around the fighting in her country?
- Pair & Share: Have you ever felt homesick? When?
- Pair & Share: Have you been told any stories about your family?

3. *Closing Activity: Memories Speak (20 Minutes)*

Ask students to imagine what Dia might remember different people in her life said to her. If she were looking at the story cloth, what voices might she hear? Write a line of dialogue for one of the people in her life. Model writing an example. Divide into small groups. Hand out prompts with people from the story with text that mentioned them. Each group writes a line of dialogue.

- **Father:** My father left to fight with the loyalist troops. My father was sent to fight in Xieng Khuang province. He never came back. We don't know whether he was killed or captured.
- **Mother:** In 1975, the Americans pulled out of Laos and the communist regime took over. My mother was determined to get us out of Laos.
- **Sister:** Every morning I helped my mother and sisters pound rice. After breakfast, my family walked for almost two hours to our mountainside fields, where we worked all day.
- **Father's Friend:** When we got to the camp, one of my father's friends gave us a photo of my father taken at the front lines.
- **Interviewer:** When the American lady came to interview us, the photo of my father was our proof that we were qualified as political refugees.
- **Aunt & Uncle:** My Aunt Chue and Uncle Nhia Thao Cha sent this story cloth to me and my mother from the Chiang Kham refugee camp in Thailand. Only the women used to do needlework, but since so many of our people have been detained in refugee camps, men, like my Uncle Nhia, help make story cloths to pass the time and earn money.
- **Sponsor:** Many families had sponsors, who picked us up at the airport.
- **Niece & Nephew:** When I show the story cloth to my niece and nephew, who were both born here in the United States, I point to different pictures and tell them that this is what it was like.

Ask students to form a circle next to their small groups. Stand in the middle of the circle and tell students that you are going to go on a walk of Dia's memories. When you get close to a group, ask them to read their line of dialogue. Reflection: What different people do you think you heard? What does hearing their voices add to your understanding of the story?

HOMEWORK: Bring in a news story about immigration for next week to share.

Week 6- Session 11: Your Story/My Story

Day's Objectives:

- To contrast current events to history.
- To compare contemporary immigrant stories with historical immigrant stories studied.
- To investigate and identify the important stories in our peer's lives.

Materials:

- Smartboard or projector
- Homework Assignment

What You Do:

1. *Intro Activity: Current Events and Immigration (20 Minutes)*

- Current Events Pair & Share: Ask students to share stories they've heard in the news about immigration.
- Watch videos contrasting past and present current events about immigration.
Donald Trump's Refugee Ban Explained
<https://www.youtube.com/watch?v=c5ZtB8nLRdU>
Immigrant Cartoons from Then to Now:
<https://www.youtube.com/watch?v=604eQ8V20Us>

Reflection: What are some similarities to the historical stories we've read about immigration?

2. *Your Story/My Story (30 Minutes)*

Watch a video made by person about how they immigrated to America.

Immigrant Stories: <https://cla.umn.edu/ihr/immigrant-stories>

- William Nyang'un:
<http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/575>

Reflection: What are the details of Williams story that you found interesting?

Tell students that for most immigrants, their immigrant story is an important memory from their lives. Ask students to: Tell an important story from their life based on a memory. (Examples: immigration, a time you moved, a trip you took, a big change in your life) Pair students up with a partner and ask the partner to uncover details of the story by asking questions. Brainstorm a list of questions: (Ex. How old were you? Tell me more about ____.) Pair up and spend 5 minutes telling the important story and interviewing each person.

Whole group reflection: Share what you learned about a classmate.

3. *Exit Activity: KWL Chart (10 Minutes)*

Metacognition: What have we done in the past two weeks? Add new things we've

learned to our KWL chart.

HOMEWORK: Interview a family member or close adult about an important story from their lives.

Tell me an important story from your life. (Examples: immigration, a time you moved, a trip you took, a big change in your life) I will interview you and ask you questions.

Week 6- Session 12: Family or Close Adult Stories

Day's Objectives:

- Utilize (Beginning, Middle, End) story structure.
- Share & present family or interview stories.

Materials:

- All Picture Books from the Unit
- Paper and pencils

What You Do:

1. Beginning, Middle, End Tableaus (20 Minutes)

Divide into small groups of 6-7 give students one of the four story books studied during the unit (One Green Apple, From North to South, Landed, Dia's Story Cloth). Ask the groups to write down one sentence that describes the beginning of the story, the middle of the story, and the end of the story. Ask groups to chose a narrator for each sentence. Ask students to create a beginning, middle, end tableau and practice the narrator telling the story. Present the tableaus and narration to the group. Reflection: What images stick in your mind? Why?

2. Family/Adult Stories Writing & Tableau (30 Minutes)

Ask students to write three sentences to describe the beginning, middle, and end of the story their adult shared with them. Get into pairs and share their stories. In small groups of 4-5 create a beginning, middle, end tableau from one of the chosen stories. Share the stories with the group. Reflection: What was similar in all of the stories?

3. Ending Reflection (10 Minutes)

Pair & Share: What was something surprising you learned during our American Immigrations unit?

Pair & Share: What questions do you still have left?

Share one word around the circle that describes American Immigrations.

OPTIONAL EXTENSIONS:

- Use 2-4 more sessions to put together and rehearse a presentation for family using stories and activities from the unit to highlight student learning.
- Using 2 more sessions develop the family/adult stories so that everyone has one to perform. Invite adults and perform the tableaus.
- Document the process using pictures and videos to create a digital story for parents about your learning.

List of More Immigrant Themed Picture Books

Compiled by 2016 Scholar Martha Kempe

- A Picture Book of Cesar Chavez by David D. Adler
- Xochitl and the Flowers by Jorge Argueta
- The Thanksgiving Door by Debbie Atwell
- My Grandfather's Goat by Jim Aylesworth
- Peppe the Lamplighter by Elisa Bartone
- Halmoni's Day by Edna Coe Bercaw
- Journey to Ellis Island by Carol Bieman
- Two White Rabbits by Jaiño Buitrago
- A Picnic in October by Eve Bunting
- How Many Days to America by Eve Bunting
- One Green Apple by Eve Bunting
- Dia's Story Cloth by Dia Cha
- Goldfish and Chrysanthemums by Andrea Cheng
- Behind the Mask by Yangsook Choi
- The Name Jar by Yangsook Choi
- Mama's Nightingale by Edwidge Danticat
- Everybody Cooks Rice by Norah Dooley
- Home at Last by Susan Middleton Elya
- Nadia's Hands by Karen English
- From North to South by Rene' Colato Lainez
- Waiting for Papa by Rene' Colato Lainez
- The Matchbox Diary by Paul Fleischman
- The Seeds of Friendship by Michael Foreman
- America, My New Home by Monica Gunning
- The Upside Down Boy by Juan Felipe Herrera
- When Jessie Came Across the Sea by Amy Hest
- The Color of Home by Mary Hoffman
- LaMariposa by Francisco Jimenez
- Fishing Sunday by Tony Johnston
- Tattered Sails by Verla Kay
- Here I Am by Patti Kim (wordless)
- My Two Blankets by Irena Kobald
- In the Small, Small Night by Jane Kurtz
- Landed by Milly Lee
- I Hate English by Ellen Levine
- Nora's Chicks by Patricia Maclachlan
- My Chinatown by Kam Mak
- Life Without Nico by Andrea Matumna
- The Dream on Bianca's Wall by Jane Medina
- Just Like Home by Elizabeth Miller
- My Name is Bilal by Asama Mobin-Uddin

- In English, of Course by Josephine Nubisso
- I'm New Here by Anne Sibley O'Brien
- Sumi's First Day of School Ever by Soyung Pak
- Good-bye, 382 Shin Dang Dong by Frances Park
- The Have a Good Day Café by Frances Park
- At Ellis Island by Louise Peacock
- A Gift for Nadia by Marie Fritz Perry
- My Name Is Yoon by Helen Recorvits
- We Came to America by Faith Ringold
- Lakas and the Manila Town Fish by Kwento Anthony D. Robles
- America is Her Name by Luis J. Rodriguez
- Grandfather's Journey by Allen Say
- Music for Alice by Allen Say
- Tea with Milk by Allen Say
- Cooper's Lesson by Sun Yung Shin
- Anna & Solomon by Elaine Snyder
- Angel Child, Dragon Child by Michele Maria Suret
- Pancho Rabbit and the Coyote by Duncan Tona Tiuh
- Migrant by Maxine Trottier
- Four Feet, Two Sandals by Karen Lynn Williams and Khedra Mohammed
- Apple Pie Fourth of July by Janet S. Wong
- All the Way to America by Dan Yaccarino
- Brothers by Yin
- 10 Coolies by Yin
- Naming Liberty by Jane Yolen
- When I First Came to this Land by Harriet Zieffert