Immigration Stories

Grade Level: Kindergarten to grade 2
Dates: Second Semester (Jan 23- June 2)
Historical Era: varies

ENDURING UNDERSTANDING:
We will understand why and how people immigrate to the United States.

ESSENTIAL QUESTION
- Why do people want to leave their home countries?
- What are the basic categories of immigrants admitted to the United States?

Lesson Theme/ Topic	Lesson Title	Lesson Overview
Unit Introduction	**Define:** **Migration**: people moving from one place to another **Emigration**: people moving out of a country **Immigration**: people moving into a new country **Reason**: **Family**- . Of all immigrants who enter to be reunited with family, two thirds are the immediate relatives of U.S. citizens, namely spouses, unmarried minor children, and parents. **Employment**- People can also immigrate to the U.S. on employer-sponsored visas **Refugees** and Asylum Seekers People fleeing persecution may come to the United States as refugees or may seek asylum once they arrive **Diversity Visa**- A small number of immigrants, on average 4% each year, receive their permanent residency through the diversity visa lottery	**Books** What is a Refugee We came to America	Lesson plan Who Belongs Here **Inquiry questions:** List three reasons why people migrate. Do you think that the reasons for migration have changed over the years? If you were going to move to another country, what would you pack? **Project:** Have students pack a backpack with all the things that they would like to bring and can carry. Then have students lay it out and do a "museum" walk.

Immigration stories	**Mexican Immigration**	Teachers will read each book aloud.
	Books:	Identify story elements: beginning, middle, end; problem/solution.
	Dreamers by Yuyi Morales	
	Pancho Rabbit	● Why do people want to leave their home countries?
	Going Home	
	La Frontera: El viaje con papá ~	Vote on favorite story and co-create a play with students.
	My Journey with Papa	
	MENA Immigration	Teachers will read each book aloud.
	Book: From Far Away	Identify story elements: beginning, middle, end; problem/solution.
	The Arabic Quilt	● Why do people want to leave their home countries?
	Salma The Syrian Chef	
	The Turtles of Oman	Vote on favorite story and co-create a play with students.
	Asian Immigration	Teachers will read each book aloud.
	Cambodia: A path of stars	Identify story elements: beginning, middle, end; problem/solution.
	Vietnamese: A Different Pond	● Why do people want to leave their home countries?
	Chinese: Landed	
	Korean: Name Jar	Vote on favorite story and co-create a play with students.
	Japanese: Hiromani Hands	
	India: Where 3 Oceans Meet	

	Theater Performance	Break students up class into 3 groups. Create a sign up sheet for students to sign up.
		Each group will workshop with teacher on their immigration story play based off of the book. (Mexican, MENA, and Asian) that have already been written.
		Perform in front of an audience.

Application	**Action** ● Counting Kindness ● All Are Welcome	Create a "Kindness Counts" jar. Students will write about what they see their peers say or do to show kindness/ being welcoming to someone. Accumulate "kindness counts" over the week and then randomly select a few to read each week.
	Service Collaborate with a community outreach director/ program Donate to community organizations Fundraise for refugees	**Ideas on how to support immigrant communities** ● Food bank- each student and their family creates a "favorite food basket" ● Donate bottled water in refugee camps ● Shelter and emergency supplies ● Survival packs for new refugee camp arrivals ● Dignity kits for women and girls that include clothing, hygiene products, and baby kits

California Social Studies Standards

- **K.4:** Students compare and contrast the locations of people, places, and environments and describe their characteristics.

- **1.1:** Students describe the rights and individual responsibilities of citizenship

- **1.2:** Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places.

- **1.5:** Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places

- **2.2:** Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments

- **2.3:** Students explain governmental institutions and practices in the United States and other countries.

Anti-Bias Social Justice Standards

- **ID.K-2.1**: I know and like who I am and can talk about my family and myself and name some of my group identities.
- **ID.K-2.2**: I can talk about interesting and healthy ways that some people who share my group identities live their lives.
- I**D.K-2.5**: I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.
- **DI.K-2.7**: I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
- **DI.K-2.8**: I want to know about other people and how our lives and experiences are the same and different.
- **DI.K-2.10**: I find it interesting that groups of people believe different things and live their daily lives in different ways.
- **JU.K-2.13:** I know some true stories about how people have been treated badly because of their group identities, and I don't like it.
- **JU.K-2.14:** I know that life is easier for some people and harder for others and the reasons for that are not always fair.

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