



99 Shades of Gray

An interdisciplinary unit for seniors on Immigration in the United States

- **Unit Objective:** To gain an understanding of the cultural, political, social and ethical issues of immigration in the United States.
- **Time-line:**
 - Classwork: January 20-February 2, 2009
 - Independent Project work: February 2-May 15, 2009
 - Project Presentation: May 29, 2009
- **Spanish class** will study the personal experiences of immigrants, both legal and illegal and conduct interviews on-camera for the documentary.
- **Government class** will study and research the history of immigration in the United States from Ellis Island to the Rio Grande, including the current U.S. policy on immigration and how it will play out as a result of the recent election.
- **English class** will research each student's family history related to immigration and write a series of personal responses to their family's connections.
- **Religion class** will study the Biblical history of ethics and discuss ethical dilemmas relating to this and other issues.
- **Field Trip:** The classes will visit Boston's **Dream of Freedom Museum**
 - Cost: \$7.50 per student
 - Time: 2-3 hours
 - Related Activities: TBD
- **Project:** The classes will create a 30 minute documentary featuring three personal testimonies about immigration

Spanish II—Immigration

- **First Semester—preparation for the project.**
 - During the first semester, students will study the basic composition and grammar of the Spanish language in order for them to be able to ask and answer questions.
 - Students will also become familiar with the culture of the people planning to be interviewed. This will be done watching videos, working on the computer and inviting people from other cultures into the classroom.
- **Second Semester—work on the project**
 - Interview practice. Students will interview some students and teachers to practice the questions they will be used in the project.
 - Interview three individuals regarding their experience immigrating to the U.S.



Government—Citizenship

- Day 1—Tuesday
 - Introduction: Explain and describe the unit and the project.
 - Objective: Understand definitions of “citizenship” and “immigration.”
 - Citizenship
 - Discussion questions for group work, session 1: What is a citizen?
 - What are the responsibilities of a citizen to his or her country?
 - Group activity: in small groups, students come up with a definition of the word “citizen” and make a list of what they think are the responsibilities of citizens. Share with class.
 - Immigration
 - Review: the difference between “immigration” and “emigration”
 - Discussion questions for group work, session 2: Why would a person leave one country and go to another?
 - What challenges would a person face moving from one country for another?
 - In what ways might the emigration/immigration experience be different from an Irish immigrant in 1915 and a Mexican immigrant in 2000?
 - Group activity (different groups this time): answer the discussion questions. Share with class.
- Day 2—Thursday
 - Objective: Understand definitions of “citizenship” and “immigration.”
 - Teacher will have written student definitions from previous lesson on the board.
 - Immigration:
 - Group activity 1: divide students into small groups, assigning each of the following topics to a group: a) vocabulary, b) chart interpretation, c) personal profile, d) timeline.
 - All Students read Chapter 1, Section 2: America: a Cultural Mosaic on their own, then discuss the connection of each topic to the entire section within the group. Members of each group present their material to the rest of the class.
 - Citizenship:
 - Group activity 2: divide students into groups with the same topics, but made up of different students.
 - All students read section Chapter 3, Section 1: What it Means to Be a Citizen on their own, then discuss the connection of each topic to the



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- entire section within the group. Members from each group present their material to the rest of the class.
- Entire class discussion: in what ways does the textbook's definition and explanation of "immigration" and "citizenship" compare and contrast with student ideas of the previous lesson? Do you agree with the statements made by the textbook? Why or why not?
- Day 3 Friday—Preliminary Project Work
 - Objective: Students will formulate an introduction to use for their documentary project.
 - Review requirement for documentary project: writing and performing an introduction to their documentary. Each student will answer a question based on the history of immigration in the United States. Show an example of an introduction to a video and list some sample questions.
 - Students will formulate 3 possible questions and pare them down to one based on criteria and guidelines.
- Day 4 Tuesday—Web-Based Technology
 - Objective: Students will create a report based on one of six accounts of people researching family ancestry at the Ellis Island site.
<http://www.ellisland.org/Immexp/index.asp>
- Day 5 Thursday
- Day 6 Friday--Concluding Project Work

English—Putting Down Roots

- OBJECTIVE: To discover your family's geographic and spiritual genealogy
- January 21—W
 - Intro to entire unit
 - Read excerpt from *How the Garcia Girls Lost their Accent* (Julia Alvarez) on immigration; discuss story and implications
 - **HW—Interview your parent/guardian to find out your roots, from where and whom you originated. Ask about places your family has lived, what hobbies, customs, and traditions were, such as religion, education, social status, careers. Inquire particularly about immigration stories in your family and what brought them to the United States.
- January 23—F
 - Write a poem entitled "Where I am From" that focuses on your geographical heritage.
 - Share with class



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- ****HW**—Gather as much history from the past as you can, such as old photographs, court records, photocopies of birth certificates, etc. Sometimes, one's entire family history can be found in an old dusty Bible in a keepsake chest.
- January 26—M
 - Sketch out an immigration story that interests you from your family history
 - ****HW**—Interview your parent/guardian to find out your spiritual roots.
- January 28—W
 - Write a poem entitled "Where I am From Spiritually" that focuses on your spiritual heritage.
 - Create a Family Trees detailing what you have learned about your family's spiritual history
 - ****HW**—Sketch out a story that interests you from your family's spiritual journey.
- January 30—F
 - ****Create** a multimedia presentation about your family roots (geographical and spiritual) that includes such things as photographs, booklets, posters, overhead transparencies, short video segments (previewed and approved by the teacher), computerized field trips, and student narration. Other options include:
 - **Journalism** - Have students videotape interviews with a Grandparent or Great-Grandparent. Not only is this a great way for them to learn more about their heritage, but the videos will become treasured keepsakes as the years pass.
 - **Geography** - Have students map their ancestors' travels that brought them to America. Plot on a map the various towns and countries their ancestors were born in, and have them write a sentence or two about each location and why it was important.
 - **Timelines** - A timeline is a great way to chart the history of a family. Start as far back as a family's roots can be traced, and then plot a timeline based on each major event: a move from one town to another, marriages, births, and the current events for that time and place in history.
 - **Physical Features** - A good collection of family photos makes this activity very entertaining. See if your students can determine which family members passed along the physical traits that make each student unique! Which relatives had the same shape nose or mouth? Which characteristic is repeated most often? Which characteristic will future children most likely inherit?



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- Name Game** - Trace the roots of first names in your class. Were students' names passed down through their family for generations? In which country did a given name originate?
- February 2—M
 - Share individual projects
 - Discuss major group project (documentary) that is due May 15.

Bible 12—Moral & Ethical Dilemmas

- Week of January 21-23**
 - Monday-No School (MLK day)
 - Wednesday- (80mins)- Lessons 1,2- God From the Start & Created in God's Image
 - Discussion and Foundational Building
 - Memory Verse: 2 Peter 1:3
 - 7 Reason Why I Believe in the Bible handout
 - Friday- (40mins)-Lessons 3-Are you Thinking Too Much?
 - Do Questions 1 Search for the Meaning of Life pg. 24/ Spiritual Wisdom Q 1-4, pg. 25
 - Video: 5mins- "What is Truth" (Sermon Spice Video)
- Week of January 26-30**
 - Monday- (80mins)-Lessons 5,6- The Solid Rock & God's Rules and Our Freedom
 - Memory Verse: 1 John 4:11,12
 - Video-TBA
 - Class Discussion (Relative thinking)
 - Wednesday- (80mins)-Lessons 7,8-Developing a Moral Framework & God's Call to Care
 - Apologetics 101- "A Reason for the Hope"
 - "Studying Together" Mark Finley
 - Class Discussion (Defending One's Faith)
 - Friday- (40mins)-**Lessons 9-** Promoting Harmony in a Dissonant Society
 - "True To Principle"-20 Questions (Faithful Unto Death)
 - Class Discussion- Moral Compass (Scriptures)
- Week of February 2-6**
 - Monday- (80mins)-Lessons 10-Human Life—Sacred or Dispensable?
 - Memory Verse: Psalm 139:13,14
 - "True To Principle"
 - Class Discussion-Moral Dilemma: Illegal Immigration
 - Video- Christianity view of Illegal Immigration (You Tube)