

Name: Molly Winter
Community Academy

School: Farragut

Date: 4/25/2017
& 12

Class & Grade Level: Civics, 11

Lesson topic / title: Increased Diversity in the US and Misperceptions About Immigrants

Context-- Students in this class are known for being very opinionated. Often, students will have debates that last a solid 15 minutes on one question. Therefore, it is necessary to keep the class moving at a steady pace. These student choose what groups they wish to sit in during the day. However, when larger, 4-person groups are necessary, it is at the teacher's discretion if paired groups should join together.

Rationale – This lesson is a continuation of a mini-unit about immigration policy's history in the US. Many students in this classroom are immigrants or the sons or daughters of immigrants. This particular lesson, as we move through the history of immigration in the United States, centers around misconceptions about immigrants, specifically Latino and East Asian/ Muslim immigrants. This lesson addresses the common misconceptions that surround these two groups, and aims to address these misconceptions and show the truth of the situation.

Goals / Objectives / Assessments

STANDARD(s) Identify as CCSS, state, national or other--	OBJECTIVE(S): Students will be able to -	ASSESSMENT(S): Indicate formative (F) or summative (S)
CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Read, analyze, and answer questions on why there are misconceptions about immigrants in the United States. Discuss how these stereotypes came to be, using the text to guide or challenge answers and misconceptions.	Discussion and all questions in packet. F.
NCSS:TIME, CONTINUITY, AND CHANGE	Discuss how time has changed how the population of the US has seen and stereotyped various types of immigrants.	Discussion and reflection questions. F.

Language Demands -- Students should know the vocab words : misconception.

Materials needed – Projector, computer.

Procedures / Times --

1. Bellringer: What is the biggest lie told about immigrants in the United States?
Teacher will ask students to share out on their answers. 5 minutes.

2. Students will be given highlighters and a packet called: "Increased Diversity in the US and Misperceptions about Immigrants." Student will be instructed to highlight as they wish and make any annotations they want/need. Students will be given 3 questions to answer about the first article, "Increased diversity with the Immigration Act of 1965," as well as 2 reflection questions. All answers will be discussed before moving on to the last activity. 20 minutes.

well as 2 reflection questions. All answers will be discussed before moving on to the last activity. 20 minutes.

3. Students will turn to sheet titles, "Misperceptions many Americans Have of Immigrants." On the board, teacher will create a chart that mimic the one on the page. Students will offer examples for each of the boxes as to 1- Why the misperception exists, and 2- Why isn't this fact more widespread. Teacher will go through all 10 boxes with students. Students should take notes on at least 5 boxes, however they should highlight phrases they deem important to themselves or add to as many boxes as they want. Over-active students should be asked to let others participate before letting the student run the entire board. 20 minutes.

4. Class will close with asking students to briefly sum up the differences between fact and fiction regarding immigration. Students will be given the two questions on the back of this sheet as homework. Teacher should preview the questions with the students in ensure comprehension. Should there be any time left in class, students will be allowed to start working on it before the bell rings. Anything unfinished will be homework.

Any other considerations-

Students that are struggling readers will be allowed to mark up their papers and use annotations to help comprehension.

Students that are ELL will be in groups with other students who have a larger knowledge of English. All directions and questions to be answered will be read aloud. For the second half of class, all materials will be read aloud.