

Immigration and Refugees: Comparing the Contemporary Refugee Crises to Historical Immigration And Refugee Movements

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Learning-Focused Lesson Plan

Learning Goals for this Lesson

- Students will develop empathy and understand different viewpoints on the push and pull factors of immigration and migration (both voluntary and involuntary)
- Students will understand the factors that lead to a refugee crisis
- Students will identify similarities and differences between historical immigration and refugee waves to commentary ones
- Students will become acquainted with different cultures

*Unit should take 5-6 class periods (90 minutes each)

Standards:

- **AH2.H.3.2** *Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the United States since the end of Reconstruction (e.g., gold rush, destruction of the buffalo, reservations, ethnic neighborhoods, etc.).*
- **AH2.H.3.4** *Analyze voluntary and involuntary immigration trends since Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response (e.g., new immigrants, ports of entry, ethnic neighborhoods, settlement houses, immigration restrictions, etc.).*

Global Competencies:

**Each learning activity has global elements addressed.*

All together global elements 1—4, 8-10, and 12 are addressed. The main global elements I hope to stress to students and for them to demonstrate are:

- Empathy and valuing multiple perspectives
- Understanding of global conditions and current events
- Integrate learning experiences for students that promote content aligned explorations of the world
- Facilitate intc'l and int'l dialogue that promotes active listening, critical

	thinking, and perspective recognition
<p>Students Will Know:</p> <ul style="list-style-type: none"> • Push/pull factors of migration • Historical immigration/migration trends within in the US • Historical immigration/migration trends in the world that affected the US • Immigrant/migrant/refugee • US policies and views towards immigrants and refugees 	<p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Classify a refugee and immigrant • Identify push and pull factors associated with immigration, both historical and contemporary • Compare immigrant/refugee narratives of historical and cotemporary timeframes • Analyze US immigration trends in comparison to world events • Analyze US policies towards immigration and refugees: how are the policies towards these two groups similar? Different? • Identify being classified as a refugee or immigrant affect perception in the US • Identity multiple perspectives on historical and contemporary immigration waves and refugee crises • Develop empathy for the immigrants and refugees • Value the journey and hardships immigrants and refugees • Compare contemporary refugee crises to historical ones
<p>Lesson Essential Question:</p> <p>How has US policy towards immigrants and refugees changes over time? How has world events affected US policies/views on immigration and refugee crises?</p>	
<p>Activating Strategy/Activity</p> <p>In their learning journals, students will free write their personal views on immigrants, refugees, and asylum seekers. How do they think the US should handle this “problem?” Do they see this as a problem or issue? What do they currently know about the Syrian refugee crisis or the Latino asylum seekers? In what ways does this affect them and their daily lives?</p>	
<p>Key Vocabulary and Vocabulary Strategy:</p> <p>Strategy - empathy, perspective, crisis, trend, narrative Vocabulary – push factor, pull factor, refugee, immigrant/immigration, policy, migration/migrant, culture, asylum</p>	
<p>Lesson Instruction</p>	
<p>Learning Activity 1 (Approx 1 class period [90minutes]) Introduce students to vocabulary. In class discussion, see if</p>	<p>Graphic Organizer:</p>

<p>we can come up with a general definition of each key term. After this present students with “proper” definition. Discuss how our definitions are similar or different. See if students can come up with examples of each term (can be historical or current).</p> <p>Begin interactive lesson/notes on immigration trends in the US. What are factors that lead to immigration: push factors at home, pull factors to the US. Lead students to the topic of war influencing immigration. Discuss difference between an immigrant and a refugee. This lesson will give students a historical and theoretical framework to base LA2 and LA3 off of. Students will see how the US is interconnected with the world. How a crisis in one country quickly becomes a crisis in another country. Global Learning Elements 1, 3, 4,</p> <p>Assessment Prompt for LA 1 Exit ticket: where student describes the difference between an immigrant and a refugee. Student will write down 2 push factors and 2 pull factors.</p>	<p>LA2: Comparison chart for the refugee narratives. See Handout #1</p>
<p>Learning Activity 2 (Approx. 2 class periods [180 minutes]) Class 1: Go over the concept of a narrative. How are stories important? How do we know what the immigrant or refugee experience is about?</p> <p>Student Station Activity: Students will go to different stations reading. Student will read a refugee narrative or an immigrant narrative. On the chart the student will:</p> <ul style="list-style-type: none"> • Name • Timeframe • Decide if the narrative is a refugee’s or an immigrant’s narrative • List push factors • List pull factors • Subject’s country/place of origin • Subject’s destination (if applicable) • Different place subject mentions in narrative • Something about the narrative that stood out to the student <p>Once students are finished with stations students will return to desks. Class will discuss the narratives read. I will tell</p>	<p>Assignment:</p> <p>Student discussions will be informally assessed.</p> <p>Learning activities will be assessed.</p> <p>Collect student-learning journals after activating strategy to see students’ initial views and then collect them again to read LA3 prompts. How have the students grown in their opinions on the topic?</p> <p>Final Assignment to be formally Graded: Students will have 1 class period (90 minutes to complete</p>

students timeframes, we will discuss how the narratives are the same or different from each other. Discuss the emotions elicited from reading the narratives. Use the narratives to build empathy with each narrative. With empathy students will be better able to understand the different cultures at play here along with making a deeper connection with the narratives. This lesson will help to create classroom cultures of open dialogue about hard topics.

Global Learning Elements 1, 8, 9

Class 2:

Class will complete the refugee suitcase activity. Activity linked:

<https://www.scouts.org.uk/activities/refugee-suitcase/>

Adaptations for suitcase activity:

- Skip step 1
- Provide a background to the students (create a narrative such as war torn country, fleeing violence, epidemic have swept your region). Make sure the students' understand/feel the uncertainty/stress in the choice to leave. Let students know that they did not know where they are going; they just know they need to leave. Or you can set it up that the student will end up at X place but they have no idea how they will get there.
- Provide students with handout with suitcase already drawn on it
- Student can choose 7 items instead of 5
- Allow student 2 minutes to choose items, no more than 2 minutes
- Students can but are not required to write the items
- Adapt scenarios that the students will still lose items but will be left with 2 items by the end (i.e. step 7 gets changed the students finds a safe place but can only keep two items therefore the student needs to choose two items to get rid of)
- Use the same summary questions (after step 8)
- Add the following summary questions:
 - How did you go about choosing items to put in your suitcase?
 - Which was the hardest item to lose?
 - Do you wish you had picked different items? Why or why not? What items?
 - If you knew where your destination was, would that have reflected your choice in items? If so how?

this assignment; if a students needs more time they will have to work on it at home.

Assignment will be due 3 days after assigned)

Students will create their own political cartoon or op-ed on a current refugee crisis or a historical one. Encourage students to pick a current one, only allow historical one is specifically asked. Students will see how there are many refugee crises in the world today. They will question the elements leading to such a forced migration and look at political and public opinions on the crisis. Students will confront their own views on refugees and reflect on how their view has been constructed.

Global Learning Elements 1, 3, 4, 9, 12

Assessment Prompt for LA 2

Student GO's will be collected to be graded for completion.
Discussion from day 1 will be assessed
Reflection from day 2 will be collected to be formally assessed

Learning Activity 3

(Approx. 2 class periods [120 minutes] *could go into 3 class periods depending on student progress)

This lesson will focus on US policy towards immigrants and refugees (historical and contemporary) and public views/opinions of immigrants/refugees.

Comparison of US policy towards refugees/US position on asylum) case study of MS St. Louis to people fleeing violence in Latin American countries and/or Syrian refugee crisis.

Comparison of US policy towards Asian refugees (Korean, Vietnam Wars, Khmer Rouge) to current refugee crises in Syrian and Middle East.

Comparison done in the form of notes, class discussion/analysis of different US policies. Watch YouTube videos:

US immigration policy

<https://www.youtube.com/watch?v=6yiQAmql5s4>

Syrian Refugee political opinion-

<https://www.youtube.com/watch?v=hB4U4Oe-Dfk>

Trump view over German response to refugee crisis

<https://www.youtube.com/watch?v=PtzMtSw3kmc>

Latino Refugee crisis

<https://www.youtube.com/watch?v=XJYmIPDsGbA>

MS St. Louis

<https://www.youtube.com/watch?v=qMLUHcyLWRE>

Vietnamese Refugee crisis

<https://www.youtube.com/watch?v=M3U1WrvThLo>

Public perception: Political cartoon and op-ed analysis on historical and refugee crises. As a class we will analyze a political cartoon (2 in total- 1 in favor, 1-not in favor) about current Syrian refugee crisis. Class discussion about how perceptions of refugees in the media shape public opinion.

This lesson is designed to develop further empathy in students and to encourage students to question constructed opinions on political and public views on

refugees. To encourage students to seek out opportunities to help refugees.

Global Learning Elements 1, 2, 3, 4, 8, 9, 10

Assessment Prompt for LA 3

In journal, students will reflect on their own views on refugees or immigrants. Students will revisit their activating strategy in the learning journals. Read their previous writing and not then answer the prompt again. Has their views on the topic changed in anyway?

This reflection will address Global Learning Competency Element 12 and allow me to see how the student has grown.

Summarizing Strategy

LA1- exit ticket (see LA1)

LA2- Acrostics Give students a key word/concept from the lesson. They must then write a detail or descriptor that starts with each of the letters of the key word/concept for LA2 the word will be a choice between ASLYUM or REFUGEE

LA3- Aha! and Huh? Write down 1 or 2 “ahas” (something you learned) and 1 or 2 “huhs” (things you still have questions about)

Supplements

Handout #1: Graphic Organizer For LA2

Handout #2: Syrian Refugee Narrative To Be Used In LA2 Class 1

Handout #3: Syrian Refugee Crisis Political Cartoon To Be Used In LA2 Class 1

Handout #4: Syrian Refugee Crisis Political Cartoon To Be Used In LA2 Class 1

Handout #5: Jewish Refugee Political Cartoon (WWII Era) To Be Used In LA2 Class 1

Handout #6: Jewish Refugee Political Cartoon (WWII Era) To Be Used In LA2 Class 1

Handout #7: Suitcase Handout To Be Used In LA2 Class 2

Student Name

Date

Class

Station #

Subject's Name:

Country/Place of Origin:

Do You Think This Narrative Is Current Or Historical?

List Places Subject Has Been To:

Subject's Destination:

Push Factors

Pull Factors

What From This Narrative Resonated With You:

Aamir's Story:

“In our home in Damascus, I lived with my wife, our children, my parents, siblings and their family,” begins Aamir, a 29-year-old, Stateless Palestinian that arrived in Bangkok nearly two years ago with his wife and two daughters.

“Before Ramadan 2012, the conflict in Syria became markedly worse. We heard gunfire and no one would go out onto the streets. My family and I stayed in our house for days because we were afraid. I cannot tell you the exact number of days. On the last day, we had no bread. We had nothing to eat.”

After days boarded up in their house, Aamir went out to get milk and diapers for his daughters. At a checkpoint, the Freedom Army stopped him and tried to recruit him. He refused, which meant certain death if he were to be stopped again in the future. “The last words from them were: the next time we see you, either you take your gun and stand beside us or you find someone to take your body.”

Panicked, Aamir returned home, gathered his family and their belongings and traveled to Lebanon. In Beirut, Aamir and his family were able to obtain visas to come to Thailand.

“The greatest challenge is [being] in Thailand without a visa. This issue could easily put us in jail. I try as much as possible to avoid being on the streets or even going out regularly. The second challenge is the lack of financial support and the difficulties to find work. Until now it has not been easy to overcome these challenges.”

In late 2012, Aamir heard about Asylum Access Thailand and sought assistance with his asylum claim. AAT prepared Aamir's first instance testimony and supporting legal brief to submit to the UNHCR, then helped him prepare for his Refugee Status Determination interview. Fortunately, both he and his family were granted refugee status.

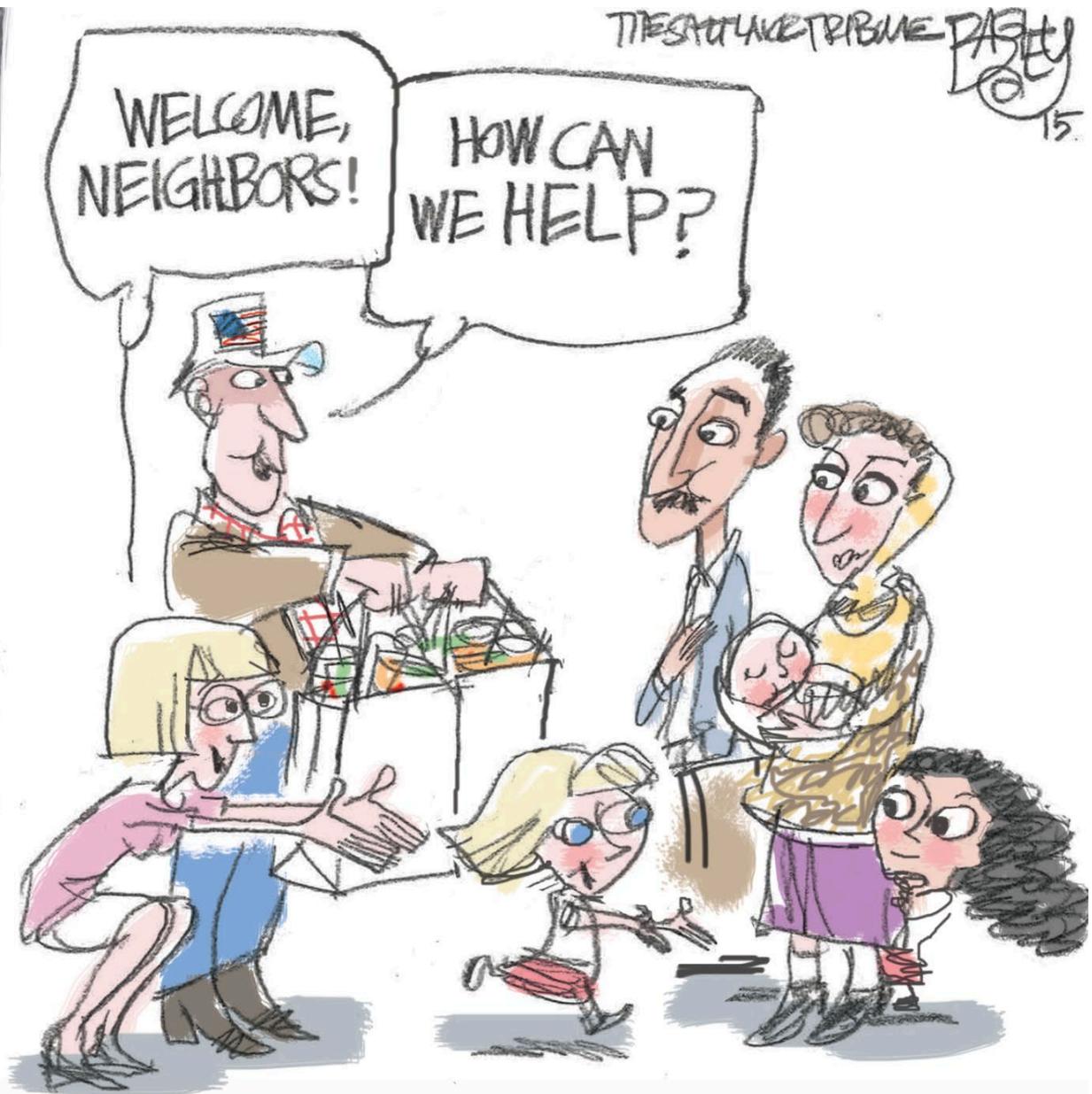
As a recognized refugee, Aamir and his family can live more at ease in their new home. “Since I got my refugee status, I've been so released. Now the future is clear for my family, especially my kids.”

Source: <https://asylumaccess.org/stories/syrian-refugee-family-story/>



Source: <https://www.usnews.com/opinion/cartoons/2015/09/14/editorial-cartoons-on-the-refugee-crisis>

IF SYRIAN
REFUGEES
EVER COME TO
OUR
NEIGHBORHOOD,
WE'LL DEAL
WITH 'EM LIKE
REAL
AMERICANS!



Source: <https://theweek.com/cartoons/594454/editorial-cartoon-syrian-refugees-americans>



Source: <https://www.timesofisrael.com/no-joking-matter-1940s-political-cartoons-warned-us-of-holocaust/>

... and the Wolf chewed up the children and spit out their bones ...
But those were Foreign Children and it really didn't matter."



Source: <https://reimaginingmigration.org/dr-seuss-political-cartoons/>

_____ 's Suitcase

