A nation of immigrants, Lesson Plan

Spaces and exchanges: How are the USA and its immigrants shaping each other?

#### Final task: Your school’s online newspaper is publishing a special edition on spaces and exchanges. Your class has been assigned to write four articles and an editorial to assess how the USA is a space of cultural, economic and social exchanges.

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| Skills | Documents | Language tools |
| ☐ I can discuss about the **imprints and the presence** of immigrants in the USA today. EOI | * Photographs: Chinatown / Latino dancers EO, B1/B2

Extra insight! Discussion with our American assistant of Irish descent, Casey. * Map: “US Foreign-born residents” B1
* Article: *A snapshot of America*, *migrationpolicy.org* (2015)-B1

  | * **Method:** Comment and compare two pictures.
* **Vocabulary:** immigrants, communities, data
* **How to** Read a map and say big numbers
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| ☐ I can write an article to compare and contrast the **immigration policies** of the actual president and the previous one. | * Video *President Obama’s “Stand Stronger” campaign*. B1
* *New York Times* Article “*Trump’s immigration remarks*” B2/C1
 | * **Phonology:** Word Stress (nationalities and numbers)
* **Vocabulary:** immigration policy
* **Notion/function:** express comparison and contrast
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| ☐ I can gather (CE/ CO/EE) and share pieces of information (EOC) to record a radio program promoting **the assets of diversity in the USA**. (EOD)  | * Video: *Behind the labels B2*
* MP3*: Boosting the cities*, *America.aljazeera.com* (2014) B2
* *A silent majority, immigrationtounitedstates.org* (2015) B1
 | * **Method:** Take notes and report to the class. Share relevant information with your mates.
* **Vocabulary:** the economy, society
* **Grammar:** - Express cause, goal, and manner

- Le groupe nominal (articles, génitif et nombres.) |
| ☐I can understand, compare and contrast different **immigrants’ experiences.**CE  | EVALUATION CE (type BAC)Two selected excerpts from novels dealing with immigrants’ experiences.  | * **Vocabulary:** citizenship, personal fulfilment, obstacles
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| ☐I can understand an audio document about **immigration today** | EVALUATION CO (type BAC)Excerpt from nprnews.org |  |
| Prepare the Final Task: Edit a class magazine  |
| ☐Step 1: Decide on the topics of your articles in **an editorial meeting** and assign the articles to the groups.☐Step 2: Every group should draft an outline of their article from the **documents reviewed in class**.☐Step 3: Write and **submit your article** to another group for correction, before handing it to the Editor in Chief.☐Step 4: In the computer lab, **type in your contribution to the online school newspaper**. |