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 |
| ☐ 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 |
| ☐ 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 |
| ☐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**. | | |