



Grade 5 Homeroom: Immigration

(Submitted by Dana Katsura, 2019, while serving as Homeroom Teacher at Wells International School, Thailand)

Tool(s) used:	<ul style="list-style-type: none"> • Sustainability Compass
Purpose of using tool:	<ul style="list-style-type: none"> • Guiding Discussion <p>Overview: In our Immigration unit, students explored the combined question: Who is immigrating and why? After learning about the different drivers, we used the Sustainability Compass to categorize the complex reasons that their families decided to immigrate to Thailand. This tool gave students a way to share and compare their families' experiences.</p>
Context of lesson/case study:	Homeroom classroom
Participants (# and description):	21 grade 5 students
Topic, Theme, or Key Understanding of unit/project:	Immigration
Length of unit/project:	About 3 weeks
Resources/materials & setting required:	Poster paper, scissors, colored pencils or markers, book: Grandfather's Journey by Allen Say

Lesson Plan/Description of the Project:

Day 1: Unit Introduction

1. "Native" and "Immigrant" circle maps
Use a brainstorming thinking map to activate students' background knowledge about these words.
2. Short response: Are you an immigrant? Why or why not?

Day 2: Introduce Sustainability Compass

1. Discuss the purpose of the tool and the importance of the drivers using example situations.
2. Word sort
 - a. Ask students to cut out each word from a list of about 40 words related to one of the four drivers.
 - b. In groups of about four, students will sort the words into one of the four categories.
3. Synthesize and elaborate
 - a. Students should draw a picture or pictures to represent each driver.
 - b. Students should write one sentence or phrase for each driver that captures its essence and/or describes why they put the chosen words into that category.
4. Gallery Walk
Students walk around the room taking notice of things that are interesting, things that are the same, and things that are different in other groups' posters.
5. Short Response
Which driver do you think most influences people the most? Why?

Day 3: Grandfather's Journey

1. Read Grandfather's Journey by Allen Say





2. Reread and fill in Sustainability Compass as a class
 - a. Create a class compass poster.
 - b. Students should also record reasons for immigrating in their notebook.

Day 4: Becoming a Family Historian

1. Record information about your family's immigration to Thailand
Students have previously been assigned to interview a family member using the 5Ws (who, what, when, where, why, how).
2. Sort the reasons for why a family might move to a different place
 - a. Students start by deciding what the main driver was for their family's immigration.
 - b. Students then ask classmates what driver affected their family's immigration.
3. Discussion
Students will discuss what was interesting, some similarities, and some differences they noticed when speaking to their peers.

Culminating Project

Narrative writing - Write a short account of your family's story of immigration.

NOTE: This was one of three parts of the unit. This was one of three options for a culminating project.

Reflection

Plusses:

The Sustainability Compass was a great way to examine the "why" of a complex topic like immigration. For many families, the choice to move to a different country is made for a combination of reasons. The tool allowed students to see this complexity in a visual way.

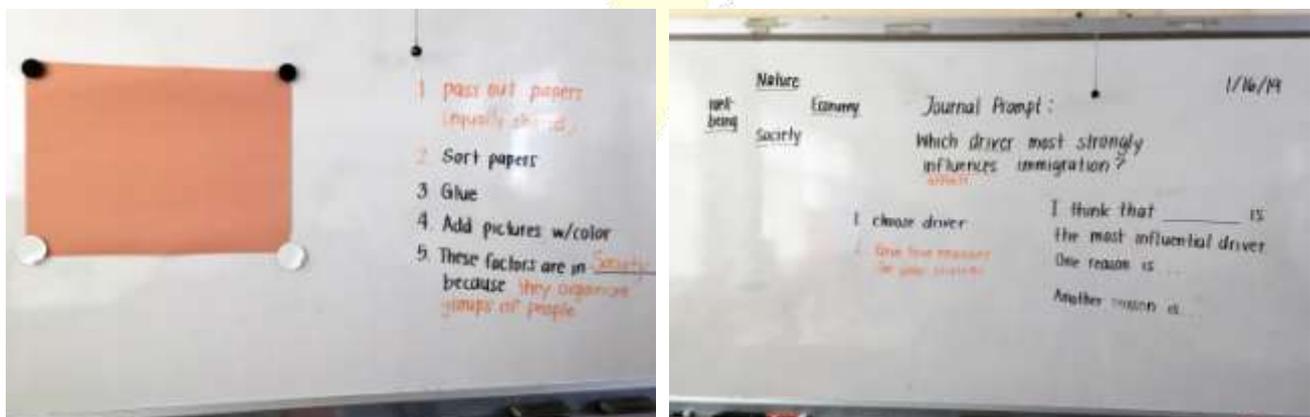
Challenges:

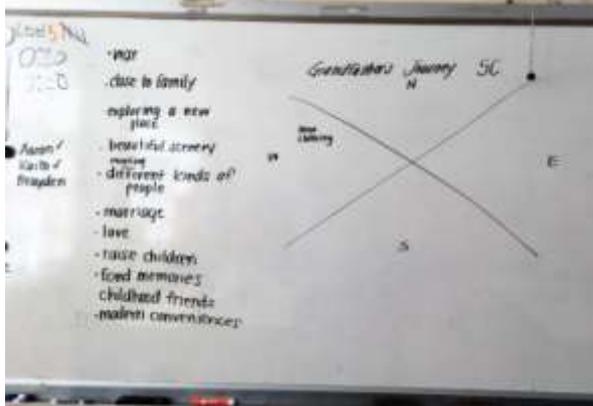
While most students and parents were happy to learn and share about the history of their families, there were some who felt negatively about this personal sharing. If I were to teach this unit again, I might provide alternatives for students who are uncomfortable sharing about their families. For example, I could ask these students to read about the journey of a famous immigrant and ask them to answer question using the information given in the article.

Suggestions for other practitioners and educators:

The Sustainability Compass is a useful tool, but it does take time to teach students to use it effectively. I found that the sorting in combination with the creation of a visual and written "definition" of each driver is crucial in solidifying their understanding of each driver.

Evidence and Resources:





Who's story will you tell?
 What: immigrated to Thailand
 When did they immigrate? (year)
 Where did they come from?
 Why did they immigrate to Thailand?
 How did they get to Thailand?
 How did they adjust?

