**NEH Unit Planning, intended for 8th Grade Social Studies and Language Arts by Helen Motta, Emily Shepherd, Robyn Wallace**

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| **RESOURCES CONSIDERED:**  What are the Resources you plan to use for this unit?  | **STANDARDS:**What are the standards you plan to meet? |
| * [Immigration Center Webquest](https://docs.google.com/document/d/1J5WP3r9axh4yOOp4PpErOzbSCPWoEhVUz_AmsMAoM20/edit)
* [Immigration History Timeline](https://immigrationhistory.org/timeline/)
* [The New Colossus Poem](https://docs.google.com/document/d/1CENV9qg916pdqtEdG8HpkPO8DU7LtIPKhIQcnz6Fobw/edit)
* [Inside Out and Back Again Poem](https://docs.google.com/document/d/1Wv3BQsrmO6SrPhNPgq6EDX18OF7hkMU9weTC_9Ewogw/edit)
* [Picture of transcontinental railroad workers](https://www.npr.org/sections/codeswitch/2014/05/10/311157404/descendants-of-chinese-laborers-reclaim-railroads-history)
* [Oral Histories and Photos documenting experiences of Japanese Americans](https://densho.org/category/oral-history/)
* [Uprooted](https://uprooted.jasc-chicago.org/)
* [Video Clip from Amend, Episode 6 (Netflix)](https://www.netflix.com/title/80219054)
 | [NC ELA Standards:](https://ncdpi.instructure.com/courses/914/pages/ela-standards-with-clarification-and-glossary) RL8.1, RL8.3, RI8.3, RL8.4, L8.4, L8.5, RI8.1, RI8.7, W8.2, W8.5, W8.6RL&RI8.1: Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.RL8.3&RI8.3: Analyze the interaction of events, ideas, individuals and now events move the action forward in a text.RI8.4, RL8.4, L8.4: Analyze the figurative and connotative meaning of words and phrases in text and their impact on the meaning of the text.RI8.7: Analyze the effect of using different mediums to communicate a topic or message.W8.2, W8.5, W8.6: Write informative essays based on research from relevant sources. [NC Social Studies Standards](https://drive.google.com/file/d/1muhoEw0Hk58bAJiMei3coS6tiP9Vh7xc/view): 8.C&G.1.3, 8.C&G.1.5, 8.G.1.3, 8.G.1.48.C&G.1.3 Critique the policies, laws, and government structures of North Carolina and the nation in terms of conforming to or conflicting with American democratic ideals.8.C&G.1.5 Compare access to democratic rights and freedoms of various indigenous, religious, racial, gender, ability and identity groups in North Carolina and the nation.8.G.1.3 Explain how location and human geography have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the nation.8.G.1.4 Explain the reasons for and effects of forced and voluntary migration on various groups in North Carolina and the nation. |

**UNIT GOALS**

What are the goals for the overall unit?

* To explore certain questions around immigration with a focus on the AAPI experience
	+ Who gets to be an American?
	+ Who is allowed to “belong” and why?
	+ How do people make new homes?
	+ Is America an immigrant nation or gatekeeping nation?
* To have a stronger understanding of the history of AAPI experiences in the United States during the 20th century (specifically immigration and Japanese Incarceration)
* To challenge the traditional narrative of America as a nation of immigrants and to introduce the perspective of America as a gatekeeping nation through federal laws and policies that discriminated based on racial constructs.

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| **Learning Outcomes for the Unit**  | **Instructional Strategies** | **Assessment(s)** |
| * Students will be able to compare and contrast arrival procedures/processes of immigration centers
* Students will be able to explain the reasons for and effects of migration of AAPI groups
* Students will be able to explain how location and geography has presented opportunities and challenges for the movement of people
 | * [Webquest](https://docs.google.com/document/d/1J5WP3r9axh4yOOp4PpErOzbSCPWoEhVUz_AmsMAoM20/edit) to compare and contrast Ellis Island and Angel Island
 | * Written response to several questions and venn diagram
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| * Students will be able to analyze figurative language in a poem and how it impacts a poem’s meaning.
* Students will be able to analyze the impact of specific word choices on meaning and tone in a literary text.
* Students will be able to analyze the connections between individuals, events, and ideas in an informational text.
* Students will be able to critique federal policies and laws related to immigration in terms of whether they conform or conflict with democratic ideals
 | * Poetry Analysis of [“The New Colossus”](https://docs.google.com/document/d/1CENV9qg916pdqtEdG8HpkPO8DU7LtIPKhIQcnz6Fobw/edit) and excerpt from [“Inside Out and Back Again”](https://docs.google.com/document/d/1Wv3BQsrmO6SrPhNPgq6EDX18OF7hkMU9weTC_9Ewogw/edithttps%3A//docs.google.com/document/d/1Wv3BQsrmO6SrPhNPgq6EDX18OF7hkMU9weTC_9Ewogw/edithttps%3A//docs.google.com/document/d/1Wv3BQsrmO6SrPhNPgq6EDX18OF7hkMU9weTC_9Ewogw/edit) paired with examining [timeline](https://immigrationhistory.org/timeline/) of federal policies and laws related to immigration
 | * Small group and whole class discussion
* Writing prompt/Text dependent analysis
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| * Students will be able to evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
* Students will be able to compare access to democratic rights and freedoms among Japanese Americans during World War II
 | * Listening to oral histories ([Densho](https://densho.org/category/oral-history/) / [Uprooted](http://uprooted)) and examining photographs that documented experiences of Japanese Americans
 | * Library of Congress - Graphic Organizers to Analyze [Oral Histories](https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Oral_Histories.pdf) / [Photographs](https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Photographs_and_Prints.pdf)
* Could evolve into students conducting their own interviews for oral history
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Notes to consider:

* Vocabulary: inclusion, exclusion, gatekeeping, redlining, BIPOC, model minority, AAPI