

Scheme of work

Unit 3.3: Immigration

Overview

Unit 3.3 focuses on immigration and migration. This unit explores a range of texts that deal with issues surrounding immigration. It considers why people emigrate and how immigrants are viewed and discussed.

Learning objectives <ul style="list-style-type: none"> Learn more about immigration and people's attitudes towards immigrants. Analyse a range of texts that deal with the topic of immigration and the experiences of immigrants. Write and speak about the topic of immigration. 	AOE questions <ul style="list-style-type: none"> What are the different ways in which people are affected by texts? How useful is it to describe a work as 'classic'? How can the meaning of a text and its impact change over time? How can comparing and interpreting texts transform readers?
Concepts Perspective – How does context influence perspective? Transformation – Stock images are often transformed. Students try taking an image and transforming it into a different kind of text with a different message by simply adding words. Identity – How can poets express the concept of identity in their poetry?	
ATL Thinking skills – Comparing multiple versions of the same story is a good way to develop your thinking skills.	Learner profile Principled – Which principles are expressed in Text 3.23, the poem <i>The New Colossus</i> ? Students look back over Chapter 3. They are asked to select <i>one</i> of the ten traits from the IB learner profile, and say how they have worked directly or indirectly on developing this trait while working through the three units in the chapter.
International mindedness What are your responsibilities towards other people who are less fortunate than you, even if they are not from your country?	
Learner portfolio Activity 3.19 Students write a reflective statement on how the 'Most Shocking Second a Day Video' by the charity organisation Save the Children makes them feel.	
TOK How much can we learn or know from language that is ambiguous or biased? How can language be misleading as a way of knowing?	Extended essay A good research question might read: 'To what extent did the <i>Sun</i> newspaper make the Brexit referendum about immigration in the months leading up to the vote?' CAS There may be refugees, asylum seekers or immigrants living close to where you live. How can you help them navigate the culture of your country? Can you get involved in projects to help them?

<p>Formative assessment opportunities</p> <p>Activity 3.20 – A mock individual oral using Text 3.28 and a literary work of your choice, comparing and contrasting their methods of constructing meaning in relation to the global issue of immigration.</p>	<p>Summative assessment opportunities</p> <p>Activity 3.21 – Paper 2, answer one of the four questions provided.</p>
<p>Texts – print</p> <p>3.19 – A cartoon titled ‘Walls ...’ by David Horsey in the <i>LA Times</i></p> <p>3.20 – A cartoon titled ‘You fellas need a job?’ by Jason Patterson, <i>New Yorker</i></p> <p>3.21 – A cartoon titled ‘A crying need for general repairs’ in <i>Saturday Globe</i></p> <p>3.22 – A poem titled ‘Home’ by Warsan Shire</p> <p>3.23 – A poem titled ‘The New Colossus’ by Emma Lazarus</p> <p>3.24 – A billboard by the UK Independence Party (UKIP) about immigration and the Brexit referendum of 2016</p> <p>3.25 – A still from a Nazi propaganda film</p> <p>3.26 – The front page of the <i>Daily Mail</i> on 28 August 2015</p> <p>3.27 – The front page of <i>Time Magazine</i> on 2 July 2018</p> <p>3.28 – A poster titled ‘We the People’ by Shepard Fairey</p> <p>3.29 – The Birmingham speech by Enoch Powell</p>	<p>Texts – audio and visual</p> <p><i>What they took with them</i> by Jenifer Toksvig, as performed by Cate Blanchett and other actors for the UNHCR</p> <p>Song lyrics called ‘The Snake’ as read aloud by Donald Trump during his campaign for President of the USA in 2016</p> <p>‘Most Shocking Second a Day Video’ a public service announcement by the charity organisation Save The Children</p> <p>An online search for the Honduran girl</p> <p>3.30 – ‘Telephone Conversation’ by Wole Soyinka as read on YouTube by the author</p>
<p>Suggested additional resources</p> <p>Rodolfo Gonzales’ epic poem <i>I am Joaquin</i> captures the sentiments of a Mexican immigrant in the United States.</p>	<p>Links to literature</p> <p>(Not all texts appear on the PRL. Some are ‘free choice’ options.)</p> <p><i>House of Sand and Fog</i>, a novel by Andre Dubus</p> <p><i>Persepolis</i>, a graphic novel by Marjane Satrapi</p>

Suggested lesson plan

Your course design and lesson plans will be unique to your own classroom. Do what works for you in your context. The plan below combines various activities in this unit into hour-long lessons. It is impossible to cover every activity and every suggestion given in the coursebook. You will need to decide what is best for you and your students. In other words, adapt this as you see fit.

Lesson 1

Lesson starter: CAS questions

Activities 3.1–3.3

Lesson 2

Activities 3.4–3.6 and Activity 3.8

Homework assignment: Activity 3.7

Lesson 3

Activities 3.9–3.11

Homework assignment: Activity 3.12

Lesson 4

Lesson starter: review Activity 3.12

Activities 3.13 and 3.14

Lesson 5

Activities 3.15–3.17

Homework assignment: Activity 3.18

Lesson 6

Activity 3.19 and preparation for Activity 3.20

Homework assignment: Activity 3.20 (mock individual oral preparation)

Lesson 7

Activities 3.22–3.24

Lesson 8

Activities 3.25 and 3.26

Lesson 9

Activities 3.27–3.29

Lesson 10

Activity 3.21 (Paper 2)