



LESSON 4

Understanding Each Other Unit

Grade 7 • Ages 12-14

TIME FRAME

Preparation: 10 minutes
Instruction: 30-60 minutes

MATERIALS

Research materials for project or internet access for students. Suggested websites listed in Resources.

RAK Journals

Kindness Concept Posters:
Compassion, Caring, Respect

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.RI.7.1, 2, 3; CCSS.ELA-Literacy.W.7.2, 7, 8, 9; CCSS.ELA-Literacy.SL.7.1, 2, 4, 6; CCSS.ELA-Literacy.L.7.1, 2
Colorado: Comprehensive Health S.3, GLE.1, EO.a; Reading, Writing and Communicating S.1, GLE.1, EO.a,b,d,e; S.1, GLE.2, EO.b,c; S.2, GLE.2, EO.a.i-iii; S.3, GLE.2, EO.b; S.4, GLE.1, EO.a,b,c; Social Studies S.1, GLE.1, EO.b

SEL: Social awareness, Responsible decision making

[Learning standards key](#)

Immigration

Students will explore different wave of immigration throughout history why people emigrate.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit.

Teaching Tolerance: www.tolerance.org.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

COMPASSION	Being aware when others are sick, sad, or hurt and wanting to help.
RESPECT	Treating people, places, and things with kindness.
CARING	Feeling and showing concern for others.
IMMIGRATION	Entering another country to live permanently.
EMIGRATION	Leaving your country of origin to go live permanently in another country

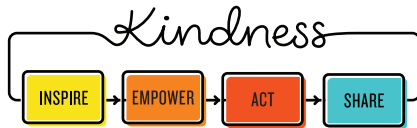
TIPS FOR DIVERSE LEARNERS

Students might benefit from:

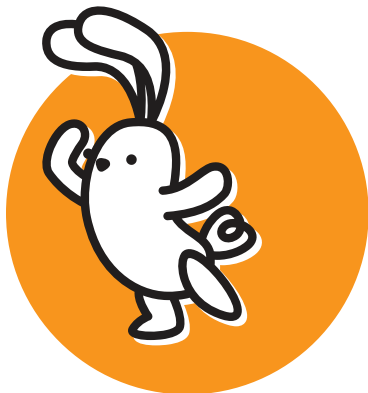
- Having the project scaffolded for them, so they are able to determine a realistic time frame for answering the questions and creating the project.
- Folding an 8 1/2 x 11 blank sheet of paper into five equal columns that can be used to take notes on the questions about immigration while they are researching.
- Printing out information and using colored highlighters to highlight important information about the topic; for example, they could highlight all the arguments against immigration with green and all the arguments for immigration in pink.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



Resources

History of World Migration: <http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=bbv>

Understanding Race Timeline: <http://www.understandingrace.org/home.html>

Library of Congress, Immigration by Ethnicity: <http://1.usa.gov/bRXMiY>

Migration Policy Institute, Maps of Historical Migrations: <http://www.migrationpolicy.org/programs/data-hub/maps-immigrants-and-emigrants-around-world>

Share (3 mins)

Tell the person next to you about someone you know who is not originally from this country. Share your own example first.

Inspire

Student Poll (5 mins)

Raise your hand if you know someone who was not born in this country. People immigrate in and out of countries for many reasons and have been doing so since the beginning of the human race.

Empower

Immigration Research (15-60 minutes)

*We are going to look into why people immigrate from one country to another. Sometimes people come in small groups and sometimes there is a large group moving in or out of one country. You are going to learn about one of these movements and how other countries have shown **care, compassion** and **respect** for people who want or need to immigrate.*

Have students work in small groups to research the history of how people have come to your country and prepare a presentation on a chosen topic.

Students could focus on the following questions:

- Why did these people immigrate?
- What are some of the reasons people opposed their immigration?
- What are some reasons people supported their immigration?
- How do compassion, care and respect relate to immigration practices?

Allow students to choose the format for their project: a poster board, Power Point, skit, paper, oral report, etc.

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- What is immigration?
- Why do people migrate?
- How can other people and countries show **respect**, **caring** and **compassion** for these people?

Reflection Questions

- How do you think you would feel if you had to immigrate to another country? If you already have, how did you feel?
- How do you think you can show **compassion** and **care** to people who you know are new immigrants?
- What do you think other people need to understand about immigrants to be more **caring** and **compassionate**?

Summary

Immigration is something that 3.3% of all people will experience, that's over 244 million people worldwide. Immigration is often in the news with people opposing the influx of people to their country. If we think about these people on a personal level, we can see how they deserve compassion and care as they transition out of their familiar surroundings. Understanding people; where they come from, what they are going through, who they are, is an act of kindness.



Act (2 mins)

Kindness Minute

Kindness is shown in the little acts we do everyday for ourselves and people around us, but acts of kindness can also be big and educate many people. On a post-it or small paper, write one thing you learned today about immigration or people from other countries. Post your facts in the hall or somewhere people can read them

Kindness in Action

Chose a country in the world. Look up the migration history of people who've lived in that country throughout history and write a short synopsis.

