

2012

Why Immigrate?

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St. Francis of Assisi, West Des Moines, Iowa

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Why Immigrate?

Erin Nennig – St. Francis of Assisi, West Des Moines, Iowa

Grade Level (Req.): 8th-12th grade	Content Area (Req.): Social Studies	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • • • 		
Time Frame (Req.): 2 days	Goal (Req.): Students will understand immigration.	
	Objective (Req.): Students will learn the reasons behind immigration. Students will identify any struggles or issues with immigration. Students will analyze how immigrants affect Americans.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Sam’s story – needs to be attached • Dekovic family story • La Historia de Nuestra Vidas (The Story of Our Lives) Postville Immigration (English version and Spanish version) – need to be attached • Computer and Internet; timer • Four Quotes on Immigration • Socratic Circle How-to (for each student) • Blank Seating Chart of Circle discussion 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Why do most people immigrate and what are some of the struggles they face? What can we learn from these people? What should be America’s role in helping immigrants?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Day 1: Set up four different stations that will allow five students to read at each – Sam’s story, Dekovic family story, La Historia de Nuestra Vidas, Four Quotes/PBS Destination America (http://www.pbs.org/destinationamerica/usim_wy.html)(inform students to record and explain the reasons why people immigrate). 2. Divide the students into four groups that will rotate between stations. 3. Set the timer that the students will have 10 minutes at each station. Tell each student that the following day they will be expected to participate in a discussion. Each student must compose the following in order to participate in the discussion: Three solid and worthy discussion points regarding similarities and differences in the stories and opinions, Two curious questions regarding the topic of immigration. 4. If the students do not finish reading in class they must finish at home or before or after school. 5. Day 2: Use the attached directions to set up your Socratic Circle – Students can help arrange the room. Pass around the blank seating chart for the students to fill in their names and remind them to have their notes with them from the day previous. Assign students in outer circle the student they will evaluate and hand the rubric to the outer circle. Students will begin on your cue and will discuss for 15 minutes, until you tell them time. As students are discussing draw lines from student to student on the seating chart to remind yourself the flow of the 		

conversation; for each strong comment or question the students make mark it on the seating chart as well; this will help you keep track. Finally, as the students are discussing keep a list of points you would like to return to as a class; remember, the teacher must stay silent during this time. Remind students to put both their name and the name of the student they were evaluating on the rubric and collect the rubrics.

6. Ask students to switch seats outer circle moves to the inner and inner circle moves to the outer.
7. Conclude the lesson by following up on the comments you wanted to return to during the discussion. Lead class in a discussion about possible solutions regarding increased Mexican immigration to the United States.
8. Extension: PBS Destination America – Use the following website to listen to other immigration stories: <http://www.pbs.org/destinationamerica/ps.html>
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Formative Evaluation (Req.): Participation and group work

Assessment (Req.): Use the rubric to have the outer circle score the inner circle. Students will write a letter to their congressman/woman or representative regarding their newly composed thoughts on immigration (example attached).

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 6-8: Understand how human factors and the distribution of resources affect the development society and the movement of populations.
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Common Core Curriculum Standards Used (Opt.):

- Speaking and Listening, grade 6-12: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on specific grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Reading for Literacy in History/Social Studies, grade 6-12: Analyze in detail a series of events described in a text and evaluate various explanations for those events.
- Writing for Literacy in History/Social Studies, grade 6-12: Write arguments focused on discipline-specific content.
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NGS Standards Used (Req.):

- The characteristics, distribution, and migration of human populations on Earth's surface
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Five Themes of Geography Used (Req.):

- Place
- Human-Environmental Interaction
- Movement
- Region
-

School District Standards and Benchmarks (Opt.):

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-
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21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.): NOTE: Assessment rubric website link is inactive and the copy in the directions is not clear enough to read completely.

Other Resources (Opt.):

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-
-

Students will write a letter to their congressman/woman or representative regarding their newly composed thoughts on immigration.

Example:

Dear Congressman/woman _____ or Representative _____

My name is _____ and I attend _____ school. Recently, we have investigated the lives of many different immigrants. I have discovered these three realizations regarding immigration from our study. First... Second... Finally...

Our class held a discussion regarding immigration issues today in class. One solution we composed was quite good and we thought you should be aware of it. (Describe solution regarding immigration.)

Thank you for your time and for representing us in congress. Please allow our voices, and the voices of the immigrants to be heard.

Sincerely,

(Your name)

Darko Dekovic



Antonio Dekovic



Darko Dekovic

Darko Dekovic – Arica , Chile

Darko Dekovic's father, Antonio Dekovic, immigrated to Santiago , Chile from Croatia . Croatians' were feeling the effects of the Great Depression in 1936, which pushed Antonio to come to Chile . Before arriving in Chile , Antonio traveled around the world working on a cruise ship. He was 19 years old. He first settled in Argentina but was deported because he didn't earn enough money and he only had an ID that said he worked on cruise ships. At one time Antonio was living out of his car. Antonio finally made it to Chile and settled there because his brother was already living in Chile . There was a lot of new industry in Chile because of the mining of the fertilizer (NANO3) from the guano (bird poop.)

Antonio met his Chilean wife, Norma Puratich, in Santiago . Norma also had some Croatian heritage in her family background. They married and began their family. Antonio began a business in metal manufacturing. Antonio liked adventures so he began traveling back and forth to Arica to begin another business. During this time it was particularly hard on his mother as she was left to take care of the family. Darko remembers his father bringing them fine gifts from Arica . Finally, after several years, Antonio decided to uproot his family from Santiago and move them to Arica . The government was investing in the Arica area and passed a free port zone to spark industry. Arica became a place known for fine and unique goods because of the

no-tax zone. The weather was also a pull factor for Antonio and his family as Arica was known as “The city of eternal spring.” The family came to Arica in 1958.

Antonio had five sons; Antonio Jr., Ivan, Darko, Patricio, and Nadelko. Two of the boys went to high school in the U.S. as AFS exchange students. They both stayed in the States, one lives in Massachusetts and one in California. There were few houses available when the family moved to Arica. However, over the years the population has more than doubled. Antonio passed his business off to his sons. Antonio returned home to Yugoslavia (Croatia) to see his family with his wife in 1972 for the first time since he left. He said what he remembered the most was the traditional Croatian food.

Antonio’s son Darko also settled in Arica. He married Marcia Escobar, a migrant from Santiago. Marcia was a kindergarten teacher and moved to Arica because there was not much work in Santiago. Marcia believes it was difficult for Darko’s family to accept their marriage as Marcia was not Catholic. Their marriage had both a Catholic priest and a Methodist minister who officiated their ceremony. Darko and Marcia had three boys in two years, twins Melinko and Nedelko, and Yuri, fifteen months later.

Darko was also an entrepreneur like his father and ran a business making car parts and window metal called Itaca. Recently, Darko has sold this business and looks forward to opening a similar business called Dakolor. Darko still has family in Croatia that his family has visited several times. Also recently, Darko gained citizenship in Croatia. Apparently, it is easier to travel in Europe with a Croatian citizenship card than a Chilean.

The Dekvoric family suffered a great loss when Melinko, one of the twins was killed in a car accident in January of 2002. Melinko was living with Darko and Marcia at the time of the accident. He was twenty-five. Both Nedelko and Yuri were living in Santiago at the time of the accident. Melinko’s friends erected a monument in his honor on the rock beach near the Gringo Wave along the Pacific Coast. Surfing was also a big part of the Melinko’s life. There are pictures and stories that are shared often in honor of Melinko’s life.

Shortly after Melinko’s death Nedelko moved home because he missed surfing and the Arica climate. Nedelko began his own design business in which he partners with a few other young professionals. Nedelko is also a DJ at the discothèque in the evenings.

Yuri remains in Santiago where he runs a business in graphic design. He recently made a music video for one of the local Chilean bands that will play on MTV. His work as a graphic designer is known throughout Santiago. Yuri does not get to travel back to Arica but once or twice a year. His parents enjoy it greatly when he comes home.

Currently, Marcia’s brother, Jorge, lives in Dallas, Texas, United States. Marcia’s mother moved in with Jorge after the death of her husband. Marcia travels frequently to the United States and other countries throughout the world. Marcia is multilingual and can speak English and Croatian in addition to her native language Spanish.

Marcia also has a sister Paula who lives in Arica . Paula has three kids, Melinka (named after Marcia's son, Melinko, who died a few months before she was born,) Matias, and Augustina. Melinka has struggled with cancer in her early years of life. Paula is engaged to be married to her third husband, Pablo, whom she has been friends with for many years. They are excited to settle down as a family. Marcia and Darko often help care for Paula's kids. Marcia loves kids and enjoys each of Paula's three children.

Four Quotes Regarding Immigration

"Everywhere immigrants have enriched and strengthened the fabric of American life."
"

-- *John F. Kennedy*

"Unless the stream of these people can be turned away from their country to other countries, they will soon outnumber us so that we will not be able to save our language or our government."

-- *Benjamin Franklin*

"Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"

-- *Emma Lazarus* (inscribed on the Statue of Liberty)

...except for "all idiots, imbeciles, feeble-minded persons, epileptics, insane persons; persons who have had one or more attacks of insanity at any time previously; persons of constitutional psychopathic inferiority; persons with chronic alcoholism; paupers; professional beggars; vagrants; persons afflicted with tuberculosis in any form or with a loathsome or dangerous contagious disease; persons not comprehended within any of the foregoing excluded classes who are found to be and are certified by the examining surgeon as being mentally or physically defective, such physical defect being of a nature which may affect the ability of such alien to earn a living; persons who have been convicted of or admit having committed a felony or other crime or misdemeanor involving moral turpitude; polygamists, or persons who practice polygamy or believe in or advocate the practice of polygamy; anarchists, or persons who believe in or advocate the overthrow by force or violence of the Government of the United States."

-- *The Immigration Act of 1917*

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http://forpd.ucf.edu/strategies/stratsocratic_circles.html

FOR-PD's Reading Strategy of the Month



The unexamined life is not worth living.

~Socrates

Rationale:

Socrates did indeed love to think, to examine, and to postulate. He loved questions. And as teachers, we often do too. In fact, research has shown that generating and answering questions are two types of instruction that improves comprehension of non-impaired readers (National Reading Panel, 2000). No comprehension activity has a longer or more pervasive tradition than asking students questions about their reading; and teaching students to ask their own questions as they read improves their processing of text and their comprehension. (Armbruster, Lehr, & Osborn, 2001; Duke & Pearson, 2002).

One way to develop question generating and answering with your students, while integrating both, is through the use of the "Socratic Circle" strategy. Taken from the name of Greek philosopher Socrates, this strategy enables teachers and students to move beyond simple *yes* and *no* answers and flow into the realm of critical analysis and key observations of a given text. Socrates, known well for his philosophical inquiries of his students to think beyond themselves and their initial beliefs, used questioning, critical thinking, and discussion to probe into serious matters of the day. "Socratic questioning is a systematic process for examining the ideas, questions, and answers that form the basis of human beliefs" (Copeland, 2005, p. 7). As teachers, we can use the same techniques Socrates used to enhance our classroom discussions and help our students gain insights from not only the author and text, but also one another.

Socratic circles lend themselves well to building academic and social skills. Academic skills in the areas of reading, literacy, listening, critical thinking, reflection, and participation are incorporated in many of the steps to using this strategy. Students can also gain practice in various social skills such as team building, conflict resolution, and community building skills. Socratic circles can spark interest and allow students to develop a lifelong love of reading. “Through the repeated readings and the thorough analysis of the material, students learn to take their time while reading and explore the possibility of multiple meanings and interpretations” (Copeland, 2005, p. 15).

How to Use the Strategy:

Having a quality discussion in a classroom is not always easy to create with students. The Socratic circle method assists students in developing dialogue, building knowledge based on prior experiences and applying them to new situations, creating hypotheses, and challenging perceptions of themselves and others while working through rhetoric and discourse (Copeland, 2005). As you read through the description below, think about the steps you will need to take to plan for, implement, and assess this strategy.

The Basic Procedure (Copeland, 2005)

1. On the day before the Socratic circle, the teacher hands out the text. The text should not be too long, but should raise questions for students as they read.
2. Students should spend that evening, as homework, reading and analyzing the text.
3. The next day during class, students are randomly chosen to be either in the inner or outer circle.
4. The students that form the inner circle read the passage aloud and then engage in a discussion of the text for 10 minutes. Students in the outer circle observe silently and take mental notes.

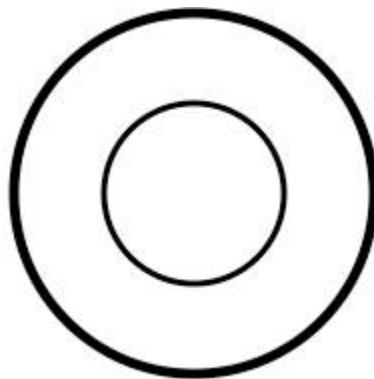
5. After the inner circle concludes their discussion, the outer circle assesses the performance and gives feedback on the group or on an individual.
6. Students in the inner circle exchange positions and roles with the outer circle.
7. The new inner circle holds a ten-minute discussion and then receives feedback from the new outer circle.

Before Beginning Socratic Circles

Before you begin using Socratic circles, you will want to consider the needs of your classroom and the role you will take as the teacher.

Is your classroom conducive to Socratic circles?

The classroom environment is a key part to having a successful Socratic circle. Both the physical classroom and emotional climate need to be considered in planning for a successful session. Desks or chairs need to be arranged into an inner circle and an outer circle. (You can also have students sit directly on the floor.) The goal is for members of the inner circle to have an outer circle member directly behind them.



What's the Teacher's Role in Socratic circles?

The teacher's role during Socratic circles has four different parts:

- **Select the text for the discussion.** Make sure to select high quality text that will expand the content of the class. Good text raises questions and allows for students to look at the world around them.
- **Keep the discussion of the inner circle focused.** The teacher will take on the role of facilitator or coach and direct the conversation. The teacher will not overly bombard students with questions, but allow for a flow to be created by the conversation and dialogue. Students should take ownership of the material. During the beginning stages, teachers will need to model what is expected.
- **Direct the feedback of the outer circle.** The feedback provided by the outer circle is extremely important. Teachers should spend time sharing what quality feedback sounds like and allow time for practice in other settings. At first, the comments of the outer group can be basic observations and the teacher can highlight specific points made.
- **Assess and evaluate individual and group performance.** Assessment can be done formally or informally. The teacher can use and develop a rubric that will allow a type of scorecard that students can review. But, the most important type of feedback the teacher can provide is at the conclusion of the activity, verbally describing the level of achievement and ways to improve the discussion.

Strategies that Assist with Socratic Circle Development

Motivating students to engage in discussion and dialogue in the classroom is an important part of the Socratic circle method. Students that feel comfortable with what they want to talk about and what they know about the context of the material will do better than those that are unprepared and have a lack of background knowledge on the subject.

KWL The KWL chart provides teachers a way to initiate a new topic or subject. The KWL is a simple way to generate a short list of questions that students may want to consider when they read the text and participate in the discussion.

Double-Entry Diary Prepared students often do better than those simply discussing information off the cuff. While ultimately the Socratic method is seen as mostly a verbal activity, the double-entry diary can assist students with writing their thoughts

as they read through the text and plan for the discussion. Double-entry diaries are flexible and allow students to show what they are thinking about the text.

Questioning the Author This strategy includes a wonderful description on how to develop queries as a way to create quality discussions. Teachers may want to review the ideas for queries and discussion moves.

Cubing Cubing requires students to apply information they have been studying in new ways. The cubing method allows the student to look the many perspectives of a topic. This is especially important for Socratic circles as each student has the potential to share differing opinions and even change their opinion.

Follow-Up Activities

Reflective Writing

Journals can be extremely useful as a way for students to reflect on what they learned during the Socratic circle activity. Students can use the reflective writing pieces with their double-entry diary entries to create a Socratic circle portfolio.

Thesis Statements

Having students generate thesis statements as a way to review the material/text covered will benefit them in both their reading and writing skills. A simple thesis statement framework can be employed in the early stages of the activity, but can be used less often as students begin to create their own.

Sample Thesis Statement Framework (Copland, 2005)

In _____ (title of piece), _____ (author)
employs _____ (method) to reveal _____ (message).

Assessment:

Assessment for Socratic circles is ongoing as the teacher and both outer circles offer insights and observation both during and after the strategy process. Along with the necessary verbal feedback, teachers may want to use the following rubric to provide each student with a guide on the level they are at during the Socratic circle and areas they need to improve upon.



SOCRATIC CIRCLE RUBRIC

Socratic Circle Rubric	Read the text.	Engaged in discussion.	Supports ideas with references from text.	Uses sound reasoning in questioning.	Accepts more than one point of view.	Listens and respects others.
3 Outstanding	Remarks reveal a critical reading of the text with preparation.	Demonstrates active participation throughout circle time.	Makes specific references to text and defends ideas regularly.	Questions to others are logical, and contribute to the group's discussion.	Accepts other points of view.	Comments reflect active listening and respect of others.
2 Average	Remarks reveal a reading of the text, but ideas seem incomplete.	Demonstrates active participation in at least 50% of the circle time.	Makes references to text and defends ideas only when challenged.	Questions and comments are logical, but lack momentum to move group forward.	Acknowledges other points of view, but does not use them to expand meaning.	Generally listens, but is not attentive to details.
1 Below Average	Remarks suggest text was not read.	Some participation, but off-task for a majority of circle time.	Makes no references to text or does not defend ideas.	Remarks are difficult to understand or no remarks are made.	Does not accept other points of view.	Inattentive.

Based on Copeland, W. (2002). "Socratic Circle Rubric".

Resources:

Best Practices Instructional Practices and Techniques for Socratic Circles

<http://wblrd.sk.ca/%7Ebestpractice/socratic/index.html>

Students are given the opportunity to demonstrate their level of understanding text and the ability to apply the ideas through communication from Socratic circles.

Socratic Seminars

http://everything2.com/index.pl?node_id=1341992

This pages outlines the importance of socratic circles and their implementation in the classroom.

Kids and Socrates

<http://thereflectiveteacher.wordpress.com/2007/01/05/kids-and-socrates/>

A teacher shares her experiences with using socratic circles and how her students were impacted.

References:

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