

Unit Title: Understanding the Immigration Stories of Spanish-Speaking Americans**Language:** Spanish**Author:** Kathleen Mitchell**Level:** High school; Level IV**Important Questions:** What makes us Americans? What makes people from all over the world want to become US citizens?**Background**

This IPA will take place at the end of a unit that has focused on reviewing past tenses of verbs through current events (newscasts, newspaper and magazine articles, etc.). The classroom setting will be Level IV Spanish in an average-performing high school. This unit is intended for students who have covered the Social Studies/Civics topics of citizenship and US immigration history in other secondary classes.

This unit will be taught near the end of the school year, and the instructor will be looking for indications that the students have successfully completed the year's benchmarks.

Using the revised ACTFL speaking and writing proficiency guidelines (1999 and 2001, respectively), Level IV students generally perform up to the Intermediate-Mid range:

Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.

Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate-Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to make utterances of sentence length and some strings of sentences. Their speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and/or grammar and/or syntax, misunderstandings can occur, but Intermediate-Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

<http://www.actfl.org/files/public/Guidelinespeak.pdf>

Writers at the Intermediate-Mid level are able to meet a number of practical writing needs. They can write short, simple communications, compositions, descriptions, and requests for information in loosely connected texts that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings. Most writing is framed in present time, with inconsistent references to other time frames. The writing style closely resembles the grammar and lexicon of oral discourse. Writers at the Intermediate-Mid level show evidence of control of syntax in non-complex sentences and in basic verb forms, and they may demonstrate some ability to use grammatical and stylistic cohesive elements. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together; there is little evidence of deliberate organization. Writers at the Intermediate-Mid level pay only sporadic attention to the reader of their texts; they focus their energies on the production of the writing rather than on the reception the text will receive. When Intermediate-Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear. Intermediate-Mid writers can be understood readily by natives used to the writing of non-natives.

<http://actfl.org/files/public/writingguidelines.pdf>

Desired Results

Drawing upon the Minnesota Academic Standards for High School Social Studies, students have already been instructed in the history of US expansion during the Industrial Revolution and the immigration patterns associated with this ‘explosive’ expansion. Students will also have been instructed in the causes and consequences of immigration to the United States from 1870 to the First World War.

(http://education.state.mn.us/MDE/Academic_Excellence/Academic_Standards/Social_Studies/index.html)

Students will further their understanding of reasons people emigrate, the challenges people face when they emigrate, and examine their own beliefs about immigration. Students will be able to articulate their personal opinions about US immigration in the interpersonal task.

Content and Language Goals

Content Goals:

- Students will be able to articulate facts and opinions on the following issues as they relate to US immigration: educational status and rights of undocumented high school students brought to the US by their parents, *basic* understanding of immigration policy/procedure in terms of the difference between refugee status and other immigrant status, illegal immigration and personal beliefs about what makes someone “American.”
- Students will understand the connection between their foreign language class and the topic of US History/Civics.

Language Goals:

- Students will be able to demonstrate Spanish language listening, speaking, reading and writing proficiency at the intermediate range:
 - Students will be able to negotiate for meaning in a conversation.
 - Students will be able to narrate a story using pretérito, imperfecto de indicativo, and pluscuamperfecto de indicativo.
 - Students will be able to engage in conversations using the present tense.
 - Students will be able to cite simple facts and articulate opinions in a conversation.
 - Students will be able to use cognates, syntax patterns and visual cues to aid comprehension.
 - Students will be able to demonstrate appropriate word order in regard to noun, verb and adjective placement within sentences.
 - Students will demonstrate appropriate use of Spanish conventions in writing, including attention (albeit imperfect) to accent placement.
- Students will demonstrate appropriate peer-review conversational strategies in English, including offering and receiving compliments and constructive criticism.
- Students will demonstrate the ability to understand written text as it is superimposed over a video image (i.e. subtitles).
- Students will demonstrate the ability to combine language and content into a narrative story.
- Students will demonstrate the ability to combine language and content in a conversation.

Overview of the Tasks

The Interpretive Task will take place on a Monday, followed by the Presentational Task, which will be introduced the following Tuesday after a discussion of the Interpersonal Task. Students will work on the Presentational Task for the rest of the week. On the following Monday, they will complete their presentations. They will then receive feedback on Tuesday, and spend Wednesday/Thursday completing the Interpersonal Task. The entire assessment will take eight-nine days.

Interpretive Task

- ACTFL Communication Standard 1.2 *Students understand and interpret written and spoken language on a variety of topics.*
- ACTFL Comparisons Standard 4.2 *Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.*

In Spanish IV, students will first watch a clip of a USCIS video whose target audience is immigrants (Spanish-speaking) who are interested in becoming naturalized citizens. They will then analyze the video to form literal comprehension as well as discern the targeted audience.

Follow-up discussion on Day Two will focus on ensuring literal comprehension of the video's content along with engaging students' prior knowledge and ideas about why people leave their home countries to move to another country. In the USCIS video, the target audience is Spanish speakers who *want* to become citizens.

Presentational Task

- ACTFL Communication Standard 1.1 *Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.*
- ACTFL Communication Standard 1.3 *Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.*
- ACTFL Cultures Standard 2.1 *Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.*
- ACTFL Comparisons Standard 4.2 *Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.*
- ACTFL Communities Standard 5.1 *Students use the language both within and beyond the school setting.*

Students will choose illustrations from *The Arrival*, by Shaun Tan. With these illustrations, they will narrate (in the past tense using pretérito, imperfecto de indicativo, and pluscuamperfecto de indicativo) the story of an immigrant leaving his country and arriving in a new one. Students will then be visited by adult Spanish-speaking students from a local citizenship class and they will read their stories to the guests. After the story sharing, students will be encouraged to converse with the adults in Spanish about their immigration stories, but will not be graded on these interactions. The stories will be posted around the room for others to read.

Students will prepare their task with access to the scoring rubrics (one for the written narrative and one for the presentation) and will receive their scores the day after their presentations. On this day, in both small and large groups, students will discuss (in English) their experiences and conversations with the guests, along with their own reasons or inspiration for creating the immigration stories they narrated. They will also review some common current issues surrounding immigration in the US, and these issues will become part of the conversation choices during the interpersonal task.

Interpersonal Task

- ACTFL Communication Standard 1.1 *Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.*
- ACTFL Comparisons Standard 4.2 *Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.*
- ACTFL Communities Standard 5.1 *Students use the language both within and beyond the school setting.*

Students will engage in a discussion about personal beliefs about the current immigration situation in the US: why people want to come and what eventually constitutes them becoming “American”. Students may engage in a discussion via a variety of questions, including those about stereotypes, the DREAM Act, the similarities/differences between refugees and immigrants, the idea of moving for employment opportunities, personal history and experience, and notions of what makes someone “an American.”

Much of the content surrounding immigration issues should be review for the students. They will have studied US immigration history and civics/citizenship in their Social Studies classes. The tasks have been ordered in a way to provide maximum scaffolding around content review while following a logical sequence of activities to support language use. After students are exposed to the topic, they synthesize what they have learned, create their own interpretation, share that interpretation, and then discuss various interpretations.

Name: _____

Date: _____

Immigration Issues Level IV Integrated Performance Assessment Overview of Task

As you near the end of language study in high school, you will be given an assessment to see how well you have learned to do the following: communicate in Spanish, gain knowledge of other cultures, connect your language study to other subjects, and develop insight into the nature of language and culture. Does this sound like a lot? Hopefully not—your teachers have been guiding you in these directions over the past few years.

Your assessment will last eight to nine days and will take part in three stages. First, you will watch a short video related to the topic of immigration and complete a written assessment to see how much you understood. You will then talk as a class to make sure that everyone has gotten the main points.

Next, your assignment will be to create an immigration story in the form of a picture book and present this story in Spanish to adults who have immigrated to the US.

Finally, after discussing with the class some of the ‘big ideas’ currently circulating about US immigration, you will engage in a 1-1 conversation with one of your classmates. You will be expected to have some opinions and share them with your partner—as well as *respectfully* discuss your partner’s opinions.

For everything but the written assessment following the video, you will be given a scoring guide in advance so you know how you will be scored. Scoring on the post-video assessment will be based on a simple point system, corresponding to the number of correct answers you have.

The total number of points you can receive for this assessment is 90, with the potential for 3 extra bonus points. You will receive points during each section of the assessment. You may keep track of these points here:

- I. Interpretive Task: _____ / 24
- II. Presentational Task: _____ / 24
_____ / 14
- III. Interpersonal Task: _____ / 28
- Total Points:** _____ / 90

Interpretive Task

The Spanish interpretive video can be viewed at:

<http://www.uscis.gov/portal/site/uscis/menuitem.acfc8bb2d633f506e34f4a10526e0aa0/?vgnextoid=807c7f64aef2b210VgnVCM100000082ca60aRCRD&vgnnextchannel=39d2df6bdd42a210VgnVCM100000b92ca60aRCRD>

This video is produced by US Citizen and Immigration Services, and it is in English with Spanish subtitles. During the viewing of the video, students will see only the subtitles. The reason this video is the focus of the interpretive task is because it reminds viewers about the importance of the US Constitution and the rights the Constitution guarantees, as well as the rights and responsibilities of the US citizenry. Because the target audience is immigrants, it combines the ideas behind citizenship with the current US political ‘hot topic’ of immigration. Students will be able to draw upon prior knowledge of and instruction in US Civics to help them understand the video. Students will watch 0:00-1:37 and 8:24-end.

Students will be evaluated informally during the viewing of the video, to ensure that they are on task and able to discern basic understanding. They will complete the comprehension guide and should be able to show literal comprehension of key phrases and ideas, as well as interpretive comprehension of the intent behind the video and its intended audience.

Logistics: Students will watch the video once, be given the Comprehension Guide and a few minutes to read it over, and then watch the video again. The video will not be paused for note-taking/answers, but students may write as they watch. After reviewing the correct answers in class either the same day or the following day, the students and teacher will discuss (in English) the comprehension guide and video’s significance. This will ensure literal video comprehension as well as activate students’ prior knowledge around issues of immigration.

Name: _____

Spanish IV Interpretive Task Comprehension Guide

I. *Main Ideas (up to 5 points)*

- Using information from the video, provide the main ideas of the video in English.

II. *Supporting Details (1 point each for circling correct items, 1 point for each example)*

- Circle the letter of each detail that is mentioned in the video.
- Write **one example** of information that is given in the video in the space provided next to the detail below. (Example: If “The Declaration of Independence” is a detail, **one example** of information is that it was “written by Thomas Jefferson”)

A. La Constitución _____

B. Nosotros el Pueblo _____

C. La Guerra de la
Independencia _____

D. Afirmar la tranquilidad _____

E. La Isla Ellis _____

F. La Isla Angel _____

G. Indígenos _____

H. Derechos de ciudadanos _____

III. *Meaning from Context (1 point each, bonus point for identifying the context clue)*

- Based on this video, write what the following three words probably mean in English:

1. Justicia _____

2. El bienestar general _____

3. Jurar fidelidad _____

IV. *Inferences (up to 3 points each)*

- Answer the following questions by providing as many reasons as you can. Your responses may be in English or in Spanish.

1. What is happening at the very beginning of the video? Use details from the video to support your answer.

2. Who made this video, and why do you think it was made? Explain.

Scoring Guide: Level IV Interpretive Task

Total Points: 24 plus 3 bonus points

- I. *Main Idea*: up to 4 points, with potential for partial credit
- II. *Supporting Details*: 5 points for identifying correct answers and 5 points for giving examples of information
- III. *Meaning from Context*: 1 point for correct meanings and 1 bonus point for each context clue identified.
- IV. *Inferences*: 3 points for each question, with potential for partial credit

Partial credit may be given in sections I and IV because the complexity of these questions may allow for ‘partially correct’ answers. After reviewing the correct answers in class either the same day or the following day, students and teacher will discuss (in English) the comprehension guide and video’s significance. This will ensure literal video comprehension as well as activate students’ prior knowledge around issues of immigration.

Presentational Task

Logistics: Students will have three consecutive days (Tuesday-Thursday) to work individually on the task. During this time, they should choose their images, write a short narrative, and by Friday be ready to practice with a partner. On Monday, students will be visited by adult Spanish-speaking students from a local citizenship class and pair with them to read their stories. After the story sharing, students will be encouraged to converse with the adults in Spanish, particularly about personal immigration stories, but will not be graded on these interactions. Adults will be volunteers who are interested in sharing their experiences and their language with adolescents.

Both the rubrics and instructions will be handed out to students on Day Two of the IPA. Students will be expected to refer to their rubrics when working with each other on Day Five. They will be scored primarily on their final drafts of their books, which the teacher will score over the weekend (before the presentations). Oral presentations will be 'scored' by conversation partners. Due to the inability of the teacher to monitor so many conversations at once, adult partners will complete a simple evaluation form, including a notation as to whether the oral presentation was primarily in the target language or primarily in English. The oral presentation grade will be added in based on English usage and completion of the task.

Students will prepare their task with access to the scoring rubrics and will receive their scores the day after their presentations. On this day, in both small and large group work, students will discuss (in English) their experiences and conversations with the guests, along with their own reasons or inspiration for creating the immigration stories they narrated. They will also review some common current issues surrounding immigration in the US, and these issues will become part of the conversation choices during the interpersonal task.

Name: _____

Date: _____

Immigration Issues
Level IV Presentational Task
Days 2-5

Now that you have discussed how the video you watched brings into question reasons and experiences of immigration, your assignment will be to look through *The Arrival*. This book tells a story in pictures. It is your job to choose 12-15 pictures, photocopy them, arrange them into a book with a logical beginning, middle and end, and write text to accompany the illustrations. Your text should tell the story of an individual leaving his/her home country to move to a new one. Be creative, but make sure you cover the following essential questions: Why did your character leave? What challenges did your character face? How does your story end? The story should be written primarily in the *past tense*. You may use a dictionary to help you.

Story drafts should be completed by Thursday (Day 4). On Friday (Day 5), you will work with a partner to peer review each other's stories. Monday you will be able to work on any final adjustments. Next Tuesday, you will be reading your story to Spanish-speaking members of a US citizenship class. After the story sharing, you will be expected to converse with the adults in Spanish, but you will not be graded on these interactions. You **will** be graded on the elements included on the attached rubrics.

Interpersonal Task

Logistics: Students will converse with each other for a total of four minutes. Time should be shared fairly equally, and this will be part of the score. Students will be able to look at a clock to help them keep track of time. Student pairs will be engaged one pair at a time, while the rest of the students are writing an evaluation of the IPA and then playing Spanish games with adult supervision. Depending on class size, this stage of the IPA could take up to two days. Students will be selectively paired, and the goal will be to pair students fairly evenly across abilities. Students will also be paired in a way to attempt to circumvent any genuinely difficult or potentially hostile conversations that may arise. In order to elicit authentic conversation, the goal will be for students to feel comfortable yet challenged during their interactions.

Students will not see the questions until they begin the exam, but they will have spent Day Seven discussing both their presentational tasks and the interpersonal conversation topics (though they were not aware of the exact list of questions they would answer on the interpersonal task). Students will be able to look over the interpersonal task instructions and rubric on Day Seven, but will not have access to either during the task itself.

The questions will be as follows (translated into Spanish):

Please ask your partner the following questions:

1. What makes someone American? Can you become American, or can you only be born American?
2. What qualities in American citizens do you think are un-American?

Please choose at least one of the subtopics below to discuss with your conversation partner:

3. What opinions do you have about current US immigration policies?
 - a. Refugees—Should refugees get to enter the US just because they are ‘refugees?’
 - b. Illegal immigration—What do you think about illegal immigration?
 - c. The DREAM Act—What is your opinion about the DREAM Act?

Name: _____

Date: _____

Immigration Issues
Level IV Interpersonal Task
Day 8 or 9

Today you will be paired with one person in class. Each of you will have a list of questions to choose from to initiate a four-minute conversation. In terms of time, each of you should speak (questions and answers) about equally, but you will also be scored on what you say and how you say it. To help you keep track of time, you will be able to see a clock while you're talking. You may read over the attached rubric for more specifics, but you will not be able to refer to this during the conversatio

| Level IV Interpersonal Mode Rubric Adapted in part from the ACTFL (2003) IPA manual and www.rubistar.com. | | Non-negotiables: ___ must talk in Spanish ___ must talk about the topics given | | |
|--|--|---|---|---|
| | Exceeds Expectations 4 Points | Meets Expectations | | Does Not Meet Expectations 1 Point |
| | | Strong (3 Points) | Weak (2 Points) | |
| Language Control | Student showed general control of language and used the present tense with few errors. Occasional searching for vocabulary or meaning-making did not interrupt the flow of conversation. | Student showed general control of language and used the present tense with some errors. Occasional searching for vocabulary or meaning-making did not interrupt the flow of conversation. Some restarts occurred. | Student showed some control of language but used the present tense with several errors. Searching for vocabulary or meaning-making occasionally interrupted the flow of conversation. Many restarts occurred. | Student did not show control of language and used the present tense with several errors. Searching for vocabulary or meaning-making frequently interrupted the flow of conversation. Many restarts occurred. English was used. |
| Communication Strategies | Student initiated and maintained conversation using a variety of strategies. | Student maintained conversation by asking and answering questions, but rarely expanded beyond the questions given. | Student maintained a simple conversation: asked and answered the questions given but answers were short and undeveloped. The conversation did not expand beyond the questions given. | Student did not maintain a simple conversation: asked and answered the questions given but answers were short and undeveloped. Errors were made asking the questions provided to students. The conversation did not elicit complete answers to the questions. |
| Clarification Strategies | Clarified by paraphrasing. | Clarified by asking/answering questions. | Clarified by asking/answering questions, but with only one standard question. | Clarified by occasionally selecting substitute words, including English. |
| Knowledge of Topic | Student articulated well thought-out ideas about the topic and was able to answer all questions asked. | Student demonstrated reflection and thoughtfulness and was able to answer all questions asked. | Student demonstrated some familiarity with the topic and was able to answer some questions asked. | Student demonstrated little reflection and thoughtfulness and was not able to answer most questions asked. Lack of preparation was evident. |
| Politeness | Student never interrupted or hurried the conversation partner. Responses, while perhaps showing difference of opinion, were respectful and appropriate. | Student rarely interrupted or hurried the conversation partner. Responses, while perhaps showing difference of opinion, were respectful and appropriate. | Student interrupted or hurried the conversation partner. Responses did not relate to the partner's ideas yet were not disrespectful. | Student interrupted or hurried the conversation partner. Responses did not relate to the partner's ideas or were argumentative. |
| Comprehensibility | Generally understood by both the teacher and conversation partner. Requests for repetition/clarification may have occurred but were not frequent. | Although there may have been some confusion about the overall message, generally understood by the teacher and conversation partner. Requests for repetition/clarification were frequent. | Mostly understood by the teacher and conversation partner. Requests for repetition/clarification were frequent enough to cause breaks in the flow of ideas. | Understood with difficulty by the teacher and conversation partner. Requests for repetition/clarification were frequent and caused breaks in the flow of ideas. |
| Time | Student shared time equally. Conversation lasted between 3:45 and 4:15. | Student shared time relatively equally. Conversation lasted between 3:30 and 3:45. | Student did not express his/her opinion within the time allotted, either because one person dominated the conversation or because he/she did not have enough to say. Conversation lasted between 3:00 and 3:30. | Conversation lasted less than 3 minutes. Student did not express his/her opinion within the time allotted, either because one person dominated the conversation or because he/she did not have enough to say. |

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